

A. **Course Title: ASTL 6325 National Board: Processes, Procedures, and Products**

B. **Catalog Description:**

This course is designed to provide a framework for National Board Standards. It provides strategies for successful descriptive, analytical, and reflective writing for preparation for print and video production. Learn to decipher the NBPTS scoring rubrics - how to read and use the rubrics, how benchmarking works, how standards are applied and what assessors are trained to evaluate.

C. **Purpose of Course:**

This course will provide answers to the following questions:

- § How do you break down and apply the standards for success?
- § What is descriptive, analytical and reflective writing within the guidelines of National Board Certification?
- § What professional development activities should be documented? What is the best way to do this?
- § What is two and three way family communication? How do I prove that “multiple bits of evidence” point to the same conclusion – I engage all families and interested parties in the quality of education for the whole child?
- § What are the best camera, microphone and tapes to use in this endeavor?
- § How does ETS score my entries? What are assessors looking for in my written commentary and documentation?
- § Who will view my videotapes? What strategies should I engage in to successfully reflect on my own teaching?
- § How is the National Board on-line assessment designed and scored?

D. **Required Text:**

NBPTS online resources: certificate standards, portfolio instructions, scoring guide.

E. **CONCEPTUAL FRAMEWORK: Educators as Reflective Decision-Makers.**

Faculty members involved in the preparation of professional educators, as well as professional education candidates, public school representatives, and members of the community share a vision for the Professional Education Unit at the University of Central Arkansas (UCA). This vision is one of preparing Educators as Reflective Decision-Makers. The vision encompasses the development of candidates’ abilities to examine problems, formulate options, consider decisions, and evaluate outcomes while embracing an awareness of and sensitivity to human diversity. The vision is achieved by candidates’ acquisition of reflective decision-making skills through self-understanding, course work, and field and internship experiences.

How do the goals of the program reflect the conceptual framework?

The master's in Advanced Studies in Teaching and Learning (ASTL) prepares candidates to become highly skilled and articulate classroom teachers. It is designed to enhance and expand existing knowledge, skills, and dispositions of candidates while fostering the development of competencies expected of advanced educators. The program rests on the assumption that accomplished educators engage in reflective decision-making as they assess and extend their own professional practice. In addition to addressing the eight essential elements of the Conceptual Framework, the program incorporates standards and propositions from appropriate national professional organizations and supports the following goals:

ASTL Graduates

- Articulate the rationale for decisions they make regarding professional practice, classroom policies, and school procedures.
- Demonstrate the knowledge, skills, and dispositions necessary to continually conduct research on their own practice and respond to their findings.
- Respond positively to classroom practices that enhance student learning.
- Critically analyze their own classroom practices and appropriately respond to their findings.
- Make informed decisions by reflecting on experiences both past and present to improve teaching practices that enhance student learning.
- Become change leaders for the improvement of their schools.

F. **Use of Technology:**

Students will evaluate the use of technology in their classrooms as it applies to national board standards. Access to the internet is required to download certificate specific information for each student. Proper use of cameras and recording procedures of individual lessons will be discussed.

G. **Diversity:**

National standards require candidates to meet diverse learning styles through systematic planning and reflection. Collaboration of data can focus on candidates teaching context and the diversity they face in their classrooms.

H. **Course Objectives:**

Upon completion of this course, candidates will (TPOA – A1, A2, A3, A4, A5, C1, C2, C3, C4, C5, C6, & C8):

- Write the National Board Standards in their own words.
- Successfully complete numerous descriptive, analytical and reflective writing tasks after analyzing teaching practices.

- Succeed in creating a first draft of entry #4 of the National Board portfolio requirements.
- Develop writing that provides clear, consistent and convincing evidence of an advanced level of teaching.
- Understand and apply two and three way family communication
- Complete content focused assessment center exercises.

I. Course Outline:

- Strategies for successful collaboration between candidates, mentors and critical friends.
- Choosing documented accomplishments which prove collaboration.
- Preparation for successful videotaping.
- Applying NBPTS standards to classroom instruction.
- Making choices that produce effective evidence.
- Analysis of scoring rubrics and assessment techniques.
- Strategies for successful critique of video tapes.
- Strategies for successful reflective, analytical and descriptive writing.
- Assessing learning styles, developmental needs and multiple intelligences and applying results to the evidence.
- Strategies for successful review of written commentary and finalizing a portfolio.
- Successful preparation for the assessment center exercises.

J. Field Experience:

Candidates will complete their first draft of entry # 4 of the NBPTS in a P-12 classroom. Candidates will apply two-three way family communication using student and parents in a p-12 classroom. TPOA and NBPTS based rubrics will be used where applicable.

K. Course Evaluation:

- Successful completion of rough draft Entry #4. 100 points.
- Classroom writing activities and assignments. 100 points.
- Final exam – 100 points.

Grading Scale:

1. 93-100 – A, 83-92 – B, 73-82– C, 63-72– D, below 60 – F

Make-up exams will be given at the discretion of the instructor.

Late work: Homework submitted after the due date will be penalized by deducting ten percent of the assigned point value for each day late.

Please note: Candidates are encouraged to retain copies of all ASTL course products as they may be of importance to candidates when preparing the exit portfolio.

L. Attendance Policy:

Graduate candidates are expected to demonstrate professional behavior and disposition at all times. Because lecture and classroom discussion / activities are important to the total learning experience, candidates are expected to attend and participate in class regularly. Furthermore, all readings and assignments are to be completed before class. In addition, if a candidate misses a class, the instructor is to be notified as soon as possible (preferably in advance), and the candidate is responsible for submitting assignments on time and for completing all assignments for the next class. A ten percent reduction in the candidate's final average will be calculated for each absence beyond the first. Candidates should note the university's drop date policy that includes notifying the Registrar's Office.

M. Student Handbook Policy:

Candidates are expected to follow all policies regarding academic dishonesty, sexual harassment, and academic issues as outlined in the current *UCA Student Handbook*. Candidates should familiarize themselves with all policies included in the *Handbook*.

Plagiarism is the presentation of another person's work, ideas, or expressions whether you do so intentionally or as a result of careless documentation. It is a serious violation and carries severe penalties - failure on the assignment or in the course. Although collaboration is encouraged, any work submitted as part of a course assignment must be the candidate's own work or else referenced using the appropriate reference format (i.e., APA). Plagiarism will not be tolerated. Please consult the instructor if you have any questions concerning what constitutes plagiarism.

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act, please contact the UCA Office of Disability Services at 450-3135.

N. References:

Dethlefs, T. (2001) Impact Study of the National Board Certification Pilot Project in Iowa. Iowa Department of Education.

Barkley, S. (2001) Strengthening the Profession, Strategies for NBCTs who Guide Other Teachers. National Board for Professional Teaching Standards.

Facilitator Institute 2 Training Manual: Building a Community. (2001) National Board for Professional Teaching Standards.

Fichtman Dana, N. and Yendol-Silva, D. (2003). The Reflective Educator's Guide to Classroom Research. Thousand Oaks, California: Corwin Press, Inc.

Barth, R. (1999). The Teacher Leader. Providence: The Rhode Island Foundation.