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"What," Booklet, 42 pages

National Board



FOR PROFESSIONAL
TEACHING STANDARDS

What

What Teachers Should Know And Be Able To Do

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National Board *Certification*

What

it's all about

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What

affiliates can do

nea

NATIONAL EDUCATION ASSOCIATION

To Be or Not To Be...NBPTS Certified

Debi Barrett-Hayes, Board Certified Teacher, Florida State University School, Tallahassee,
NAEA National Secondary Division Director-Elect
Laura Hunter Null, Eastside Elementary School, Lake City, Florida

Many citizens across the nation listened to the State of the Union address on February 4, 1997, and heard President Clinton highlight education. Educational standards and the work of the National Board for Professional Teaching Standards (NBPTS) were stated as effective points of leverage to improve American education. President Clinton stated, "For years, many of our educators, led by North Carolina's Governor Jim Hunt and the National Board for Professional Teaching Standards, have worked very hard to establish nationally accepted credentials for excellence in teaching. Just 500 of these teachers have been certified since 1995. My budget will enable 100,000 more to seek national certification as master teachers. We should reward and recognize our best teachers. And as we reward them, we should quickly and fairly remove those few who don't measure up, and we should challenge more of our finest young people to consider teaching as a career." Of the 500 NBPTS teachers, 135 were art educators. With this national spotlight on education, questions arise about this new certification.

What Is The National Board And What Does It Mean To Be NBPTS Certified?

What role will NBPTS Certified teachers play in their schools, hometowns and states? Kay Shrewsbury, an NBPTS teacher in Toledo, Ohio states that "National Board certification is more than a recognition of individual excellence, it is a commitment to advancing excellence in our profession." Since the publication of *A Nation At Risk* over a decade ago, education stakeholders have scrambled to focus on what qualifies as good teaching and how to help teachers develop and demonstrate accomplished practices. The National Board for Professional Teaching Standards (NBPTS) works closely with NCATE, a non-profit coalition of 30 national organizations and citizens committed to rigorous standards in teacher preparation. Terry Knecht Dozier, the 1985 National Teacher of the Year and special advisor to United States Education Secretary, Richard Riley, states that "for the first time in our history, it (NBPTS) provides a realistic measure of what a highly accomplished teacher should know and be able to do."

What Is A National Board Certified Teacher?

The core propositions are:

- Teachers are committed to students and their learning.
- Teachers know the subjects they teach, and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

How Is The Certification Achieved?

Each candidate participates in a two-part assessment based on the standards and reflecting on varied aspects of teaching. Part one is a compilation of classroom evidence, student work, videotapes and other teaching evidence. The videos and student work examples are supported by commentaries on goals and purposes of instruction, the effectiveness of the practice, reflections on what occurred, and the rationale for professional judgment. The second part is completed at an assessment center and are designed to complement the portfolio. Included are exercises in which the candidate must respond to problems designed around contemporary teaching issues related to their respective field and student population. The entire assessment has 12 entries/exercises. Teachers have reported spending 80 to 120 hours completing both sections which are designed to be completed over at least a 4 month period. The entries are scored by a minimum of two scorers. Each scorer uses a scale that ranges from a minimum of (1-) to a maximum score of (4+). The final score assigned to each entry is the average of scores assigned by all scorers. What are the parts of the portfolio? The portfolio's twelve entries are:

1. Putting the Vision into Action,
2. Learning About Making Art,
3. Learning to Study, Interpret and Evaluate Art,
4. Monitoring Student Work in Progress,
5. Evaluating Student Work,
6. My Teaching Area,

7. Portrait of My Teaching Over Time,
8. Beyond the Classroom,
9. Creative Processes,
10. Developing Instruction,
11. Studying and Interpreting Art, and
12. The Nature of Art.

The assessment currently costs \$2000.00 and an increasing number of states or localities are making funds available for teachers who wish to apply for NBPTS certification. For a list of states or localities where fees are provided contact the National Board at 1-800-22 TEACH.

What If I Attempt NBPTS And Don't Pass?

The NBPTS now has a banking policy and will bank the individual entry and exercise scores of all candidates for a period of three years from the date of notification. Candidates who are not yet certified may retake any combination of entries and/or exercises in the assessment package on which a score of 2.74 or lower was achieved. This means that if a candidate scores well in some areas and would like to retake entries or exercises with lower scores, they can go back and focus on certain areas, demonstrate proficiency and submit for recalculation of the final score. This is an added bonus to this rigorous but professionally enriching experience.

How Can I Find Out More?

Perhaps you are not ready to attempt NBPTS certification, but want to become involved with this national effort. The NBPTS encourages teachers to participate in many areas including grassroots awareness, incentive programs, reviewing standards, hosting meetings, and working with additional certification areas. Or simply finding out more about NBPTS by obtaining some of their very informative publications. Get a Resources Summary by calling 1-800-22 TEACH.

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the past five years, review your professional development, establish a network of teachers to work with, review art education research and writings, read your professional journals and review your school's or county's curriculum, work on your writing skills and begin video taping yourself teaching in your classroom. Last, but not least, get involved with your professional organizations. Mac Arthur Goodwin noted in his chapter of the recent NAEA publication, *Preparing Teachers of Art* that the work of the NBPTS provides a model that could have a major impact on teaching as a profession. He comments that a standard such as this could revolutionize teacher evaluation methodology by providing an excellent vehicle for addressing accountability, teaching approaches and our public image as a profession.

An issue to consider was well stated by Dozier, Special Advisor to Secretary Riley, "Though we may not wish it, our teaching practice is inextricable from matters of educational policy and school reform. Our choices is not whether or not we respond to these broader issues, but how we respond; do we turn away and concede vital decisions to people with no knowledge of our classroom, or do we step forward and bring our voices to bear on these issues? Do we retreat to the security and sanctity of our classrooms, or do we work together to create an environment in which all teachers can be and are effective, and all share a vision of education excellence?"

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For more information contact: National Board for Professional Teaching Standards, 26555 Evergreen Rd., Suite 400, Southfield, MI 48076, (248)351-4444, www.nbpts.org

Preparing Teachers of Art is available from NAEA Publications, (703)860-8000; FAX 703-860-2960.

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PARTNERSHIP FOR GRADUATE PROGRAMS

TOWARD
A NEW
VISION OF
MASTER'S
EDUCATION
FOR TEACHERS

Peggy J. Blackwell
Mary Diez

NCATE