

# ***Introduction to TakeOne! & TEPG Facilitator Positions***

**Jane Blais, NBCT**

**TIF4 Professional Development Coordinator**

**Maine Schools for Excellence**

**The National Board for Professional Teaching Standards  
TakeOne!**

**Professional Development in 2013-2014**

**Compensation opportunities and Time commitments**

**Questions & Answers**

**Prizes**

*Better Teaching,  
Better Learning,  
Better Schools*

# Who am I?

*Over the last 30 yrs. I have been a(n)...*

- Teacher (28 yrs.)
  - Reg.ed (math, science, health) & Spec.ed., k-9
- Administrator (2 yrs.)
- School board member (10 yrs.)
- Adjunct community college faculty member (3 yrs.)
- Teacher association co-president (4 yrs.)
- National Board candidate support provider (5 yrs.)

# Three Objectives...

*By the end of the hour, you will have a beginning understanding of...*

- what the NBPTS is and its connection to your 5 yr. TIF4 Teacher Evaluation & Professional Growth (TEPG) project,
- what TakeOne! is, why it is important & what is involved in the process,
- the PD process for the 2013-2014 school yr., &
- compensation opportunities for next year – roles & time commitments



*Better Teaching,  
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# NBPTS Mission

The mission of the National Board for Professional Teaching Standards is to advance the quality of teaching and learning by:

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do
- Providing a national voluntary system certifying teachers who meet these standards
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of NBCTs
- Empowering teacher leaders
- Recognizing accomplished teachers



# National Board Certified Teachers (NBCTs) by State



**Maine currently has 226 NBCTs**  
**Nation: 102,237**

## **What makes a great teacher?**

**Take two minutes to respond to the question above.**

**Think about characteristics, behaviors, etc. of the best teachers you have had or known.**

# What makes a good teacher?

## Five Core Propositions

- 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.



# The Architecture of Accomplished Teaching: What is underneath the surface?



*Set new high and worthwhile goals that are appropriate for these students at this time*

*Evaluate student learning in light of the goals and the instruction*

*Set high, worthwhile goals appropriate for these students, at this time, in this setting*








***Your Students** - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?*

*Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues*

*Implement instruction designed to attain those goals*

## Five Core Propositions

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# By Teachers, For Teachers

Classroom teachers and other education professionals:

- Helped develop the National Board of Professional Teaching Standards and its policy document, *“What Teachers Should Know and Be Able to Do”*
- Write the standards for each certificate area
- Score the entries submitted by candidates
- Support NB candidates as they complete the process

## **NBPTS Teaching Standards vs. Content Standards**

Teaching standards are **DIFFERENT** from the Content Standards that drive your curriculum goals.

National Board Teaching Standards:

- Articulate effective *teaching practice* in your content area
- Are based on the Five Core Propositions and NB policy statement *What Teachers Should Know and Be able to Do*.

# The Assessment

An educator can take part in the NBPTS assessment process in one of two ways:

***FULL National Board Certification***

**OR**

***TAKE ONE!***

# Full Certification

The FULL National Board Certification process consists of two components and can take the better part of a year\* to complete:

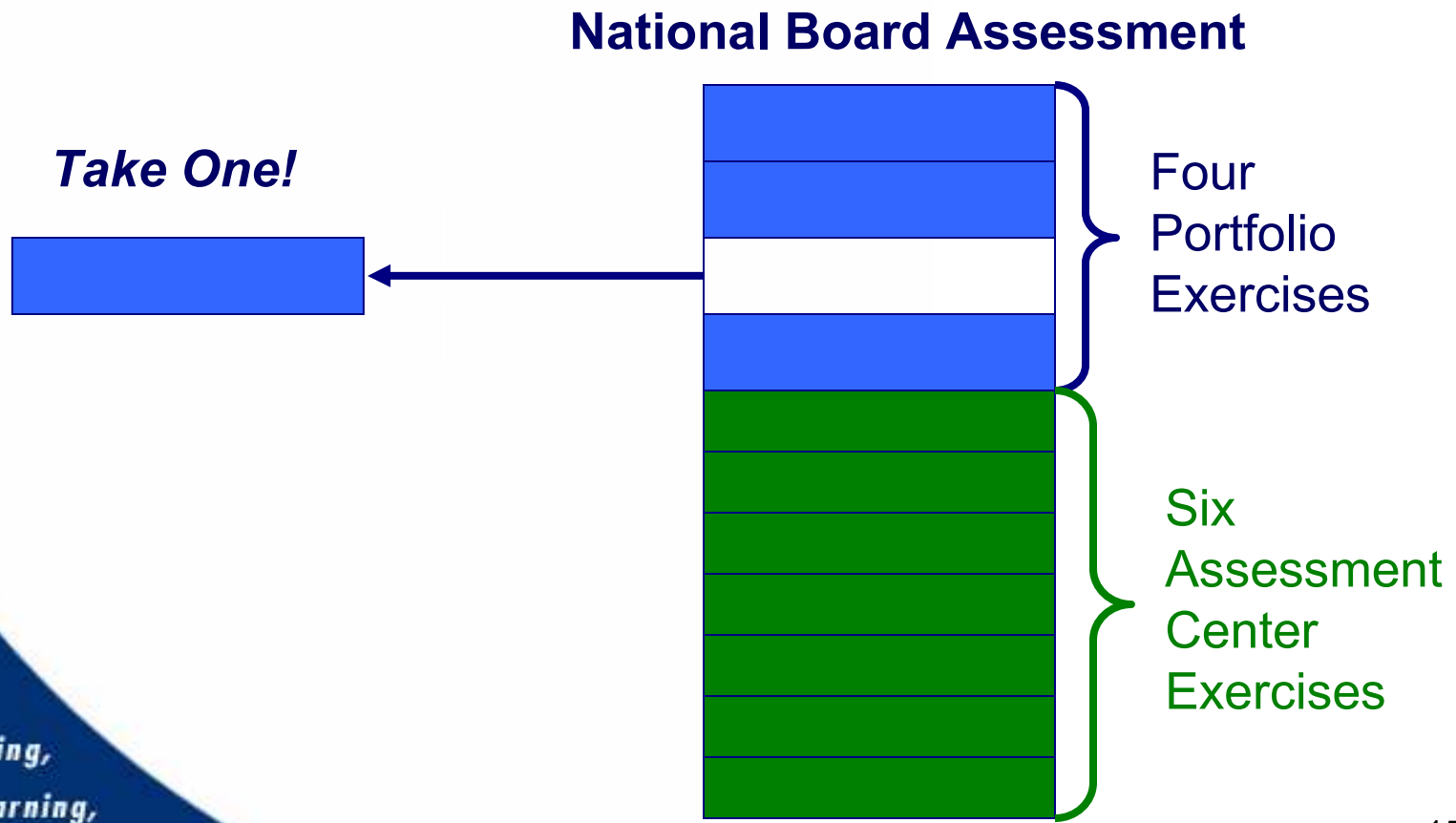
- A portfolio of classroom practice
- An assessment of content knowledge administered at a computer-based testing center.



## What is *Take One!*?

The National Board's *Take One!* process is considered a professional development experience through which teachers complete just **ONE** pre-determined (video tape) portfolio entry.

# What is *Take One*?



# Benefits to Teachers

## Why Take One?

Video: <http://www.youtube.com/watch?v=BeG1wo3OKjs>

# Requirements\* of the *Take One! Entry*



- Video recording (15 or 20 minutes, depending on your certificate area)
- Instructional materials\*
- Written commentary (Based on PROMPTS:  
■ 12-14 pages, depending on your certificate area)
- Requirements vary for each Certificate area. Consult instructions to be sure what is required for your individual entry.



# Teachers Will . . .

- Select a certificate and development area that matches their teaching context
- Learn the standards for that certificate and development area
- Create a video of classroom practice
- Collaborate with colleagues in a PLC environment
- Describe, analyze, and reflect on their video in light of the standards
- Submit their video and commentary for scoring



# Certificate/Development Areas

The assessment process for National Board Certification is available for 25 certificate areas representing a total of 7 (at times overlapping) “development areas”:

- **Early Childhood Generalist (Ages 3-8) – PreK-3<sup>rd</sup>**
- **Middle Childhood Generalist (Ages 7-12) – 3<sup>rd</sup>-6<sup>th</sup>**
- **Early Adolescence (Ages 11-15) – 6<sup>th</sup>-9<sup>th</sup>**
  - English/L. Arts, Math, Science, Social Studies/History
- **Adolescence/Young Adulthood (Ages 14-18+) – 8<sup>th</sup>-12<sup>th</sup>**
  - English/L. Arts, Math, Science, Social Studies/History

## Certificate/Development Areas

**For some certificates, one of 3 “overlapping” development areas may apply:**

- **Early Childhood through Young Adulthood**
  - (Ages 3-18+) – Exceptional Needs, School Counseling, Library Media
- **Early & Middle Childhood**
  - (Ages 3-12) – Literacy/Reading-Language Arts, English as New Language, Art, Music, PE
- **Early Adolescence through Young Adulthood**
  - (Ages 11-18+) – English as a New Language, Art, Music, PE, Health, Career and Tech Ed, World Languages

# Evidence Based Teaching:

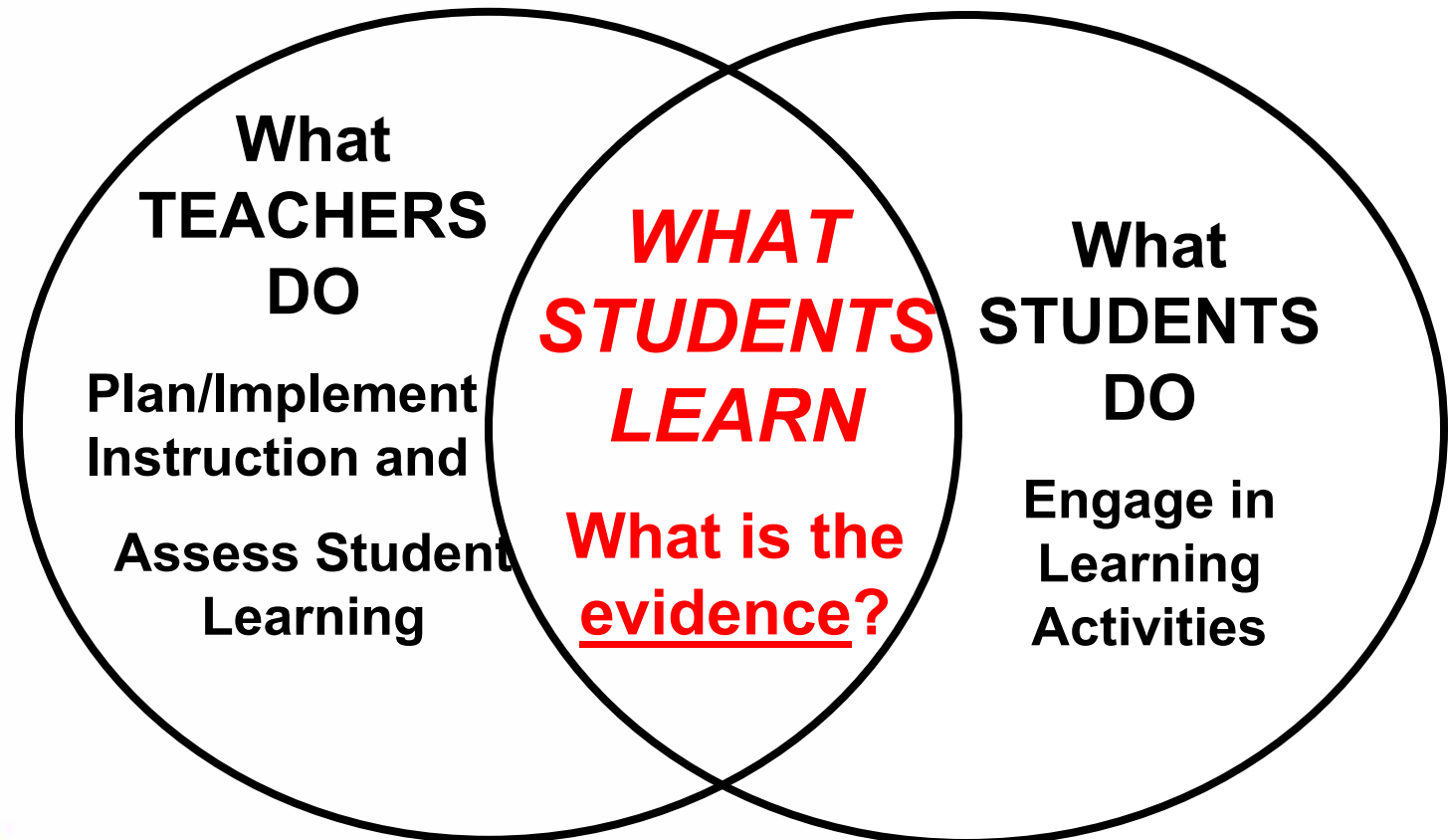
It's **NOT** just about what everyone in  
the class is **DOING**...

# **Evidence Based Teaching:**

**It's about  
WHAT  
STUDENTS ARE LEARNING.**

**For student learning to occur, there must be a strong connection between what teachers do to facilitate student learning and what students do that demonstrates their learning.**

# Evidence Based Teaching:





# **Evidence Based Teaching:**

**Answers the Question:**

# **WITIOSL?**

**(What is the Impact on Student Learning?)**

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## **What is a *Take One!* cohort?**

- A group of educators who meet regularly to engage in discussions about effective practice as they give feedback and support one another through the *Take One!* process
- Each cohort will have a facilitator whose job it is to organize work sessions, facilitate conversations and find answers to the group's questions.

## Why Cohorts?

- Cohorts allow a group of teachers support one another as they toward their *Take One!* goal
- Cohorts foster collaboration across the school's curriculum and provide opportunities to share effective instructional strategies
- Individuals who participate in a cohort or group are often more successful than individuals who work alone



**September 2013**

**January**

**April 15, 2014\***

\*Not confirmed for 2014

**PLANNING TAKE ONE! ENTRY**

**COMPOSING WRITTEN COMMENTARY**

**VIDEO-TAPING**

**REVISING/SUBMITTING**

# What Do I Get out of It?

- An opportunity to meet with colleagues *to share and reflect on “what works” for your students’ learning*
- MEA members: Free monthly support sessions
- Head start on NB Certification (with additional support/stipends for completion)



# What Do TIF 4 teachers Get out of It?

- Recertification credits/hrs. for cohort time
- Potential for college credit through George Mason University
- Time &/or compensation for extra hours spent to complete & submit a score-able TakeOne! entry.

# **If you are willing to become a TakeOne! facilitator:**

## ***2013-2014: If you...***

- **Participate in cohort work, complete & submit a score-able entry (during own time),**
- **Sign an agreement to serve as a TakeOne! facilitator 2014-2015, and**
- **Are rated “effective” or better on the TEPG evaluation process,**

### **You will receive...**

- **Recertification credits**
- **A stipend in the Spring of 2014 (for TakeOne! completion)**
- **A stipend in the Spring of 2015 (for TakeOne! facilitation)**

# Applying Score Towards National Board Certification

- A Take One! score is valid for application to the full certification process for 3 years
- Example: Participant receives *Take One!* score in 2014, he/she can choose to apply for full cert in:
  - 2014-2015 (deadline 12/31/14)
  - 2014-2015 (deadline 12/31/15)
  - 2015-2016 (deadline 12/31/16)

## TEPG Facilitator job description

- **Responsibilities:**
  - Participate in August training
  - Participate in on-going training with MSFE coordinator
  - Facilitate Cohort PD work related to TEPG implementation
  - Serve as peer observer/evaluation coach
- **Professional Attributes:**
  - Facilitation skills
  - Instructional leadership
  - Willingness to gain skills & knowledge
  - Deep understanding of both the TEPG standards & their content area standards

## TEPG Facilitator job description

- Additional recommended PD:
  - Participation in TakeOne! during the 2013-2014 school year
- Compensation:
  - Hourly rate for the August training
  - Stipend for the school year (TBD)

## **Step 3: Reflection and Summative Rating: Spring, 2014**

*Monthly support for evaluators, TEPG  
facilitators & staff as they complete:*

- **Self-evaluation & submission of evidence**
- **Summary Evaluation conferences**
- **Performance ratings**



**For More Information Contact:**

**[www.nbpts.org](http://www.nbpts.org)**

**1-800-22TEACH (NBPTS Customer Support)**

**Jane Blais, NBCT**

**TIF4 PD Coordinator**

**[jane.m.blais@maine.gov](mailto:jane.m.blais@maine.gov)**

**Connie Russell, NBCT – State Coordinator,  
Lead Candidate Support Provider**

**[nbct.connie@gmail.com](mailto:nbct.connie@gmail.com)**