1. **Catalog Description**
   a. EDU 5800
   b. NBPTS/Professional Portfolio Development Seminar I
   c. 2-0-2 (Credit/No Credit)
   d. F, S, SU
   e. NBPTS Portfolio
   f. This course is the first in a two-course sequence designed to guide educators as they prepare a portfolio specific to the National Board for Professional Teaching Standards. The course requires teachers to reflect on their own practices and organize artifacts specific to the process of seeking NBPTS Certification.
   g. Graduate standing, satisfactory completion of EDU 5000, EDU 5200, and EDU 5680 or their equivalents, and permission of the student's disciplinary focus chair; or an earned Master's degree in Education.

2. **Objectives of the Course**
   This course has three (3) primary objectives:
   a. Help teachers considering applying for NBPTS certification to understand the NBPTS Standards, expectations for certification, and the NBPTS application process
   b. Guide teachers in portfolio preparation by helping them develop the skills necessary to complete the NBPTS Portfolio
   c. Help teachers reflect on their practices

3. **Outline of the Course**
   I. The NBPTS Standards (150 minutes)
      A. Core propositions
      B. Advanced standards for certification fields
   II. The NBPTS Process (150 minutes)
      A. Timeline
      B. Application
      C. Types of evidence
      D. Introduction to portfolio entries
      E. Writing to the standards
      F. Instructional resources and artifacts
      G. Scoring
   III. Reflective Practice (300 minutes)
      A. Artifacts of reflective practice
      B. Documenting reflective practice
   IV. Portfolio Preparation and Organization (900 minutes)
      A. Components
         1. Student work sample entries
         2. Videotape clips of actual classroom practice entries
         3. Documented accomplishments entries
      B. Elements of good artifacts
      C. Organization
Candidates in this course will:

- Demonstrate knowledge and application of the NBPTS Standards to their practice
- Analyze the students and their work, events, concepts, or strategies by interpreting and examining the teaching and learning process which occurred
- Reflect on their own practice by making recommendations for revisions and next steps based on the analysis of students, their work, events, concepts, or strategies
- Collaborate with other candidates to support one another in completing the NBPTS process

Requirements will assure each candidate:

- Participates in activities that assist in targeting units of study that will be featured in their portfolio
- Participates in group discussions that focus on making good choices when selecting student work to analyze in their portfolio
- Participates in reflective writing experiences which require the identification of learning strategies chosen to meet the learning goals of the lesson or unit, and their relationship with state and national standards
- Videotapes featured lessons in their classrooms and participates in a collaborative analysis of those lessons, focusing on the rationale for the strategies chosen based on classroom context and knowledge of their student's development level
- Develops graphic organizers that connect professional development activities and community involvement with their impact on the teaching and learning process occurring in their classroom.

EVALUATION:
Student achievement will be evaluated based upon the following requirements:
1) Class participation, collaboration, and productive feedback to other class members
2) Preparation of written and videotaped portfolio entries

3. Implementation
   a) Graduate faculty from the College of Education and Professional Studies who have attended NBPTS Facilitator's Training assisted by a National Board Certified Teacher.
   b) Text materials for the class must be purchased.
   c) Text: NBPTS Standards in the candidate's certification area, NBPTS Portfolio Entry Directions and Requirements, NBPTS Scoring Guide, National Board Certification Portfolio Sampler, support material published by NBPTS. Supplementary texts will be determined by the instructors.
   d) To be first offered Fall, 2001

4. Rationale
   a) As teachers pursue approval by National Board of Professional Teaching Standards, a portfolio is required. The Illinois State Board of Education is encouraging and supporting teachers seeking NBPTS certification and has added a category to Illinois certification to acknowledge NBPTS certification. This course is designed to assist teachers through the process of developing artifacts for the NBPTS. This is an important course to assist in achieving the statewide goal of increasing the number of National Board Certified Teachers in the state of Illinois.
c) This is a graduate level course with the target audience being in-service educators seeking NBPTS Certification. Graduate standing, satisfactory completion of EDU 5000, EDU 5200, and EDU 5680 or their equivalents, and permission of the student's disciplinary focus chair; or an earned Master's degree in Education.

d) None.

e) This course is a one of the approved courses required for completing the Disciplinary Focus requirement in the NBPTS Advisement Sequence for the M.S. in Education.

5. Community College Transfer
   Does Not Apply

6. Date approved by the department: N/A

7. Date approved by the College Curriculum Committee: 9/25/00

8. Date approved by CGS: 10/17/00