1. Catalog Description
   a. EDU 5801
   b. NBPTS/Professional Portfolio Development II
   c. 2-0-2 (Credit/No Credit)
   d. F, S, SU
   e. NBPTS Portfol II
   f. This course is the second in a two-course sequence designed to guide educators as they prepare a portfolio specific to the National Board for Professional Teaching Standards. This course assists students as they work through the process of completing the NBPTS portfolio.
   g. Graduate standing, satisfactory completion of EDU 5000, EDU 5200, EDU 5680, and EDU 5800 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:
   b. Help teachers reflect on their practices
   c. Provide teachers guidance in organizing artifacts for the portfolio

3. Outline of the Course
   I. Reflective Practice Revisited (300 minutes)
      A. Artifacts of reflective practice
      B. Documenting reflective practice
   
   II. Portfolio Preparation and Organization (1200 minutes)
      A. Discussion, completion, and feedback on NBPTS Entries 1-6
         These entries are tied directly to each individual's NBPTS Assessment Portfolio. The entries are discipline and application year specific.
      B. Organizing the Portfolio

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
- Complete a draft of their National Board Portfolio
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

4. Implementation
   a) Graduate faculty from the College of Education and Professional Studies who has attended NBPTS Facilitator's Training assisted by a National Board Certified Teacher.
   b) Application for NBPTS Certification.
   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 Spring, 2002

5. 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.
   b) This is a graduate level course with the target audience being inservice educators seeking NBPTS Certification. Graduate standing, satisfactory completion of EDU 5000, EDU 5200, EDU 5680, and EDU 5800 or their equivalents, and permission of the student's disciplinary focus chair; or an earned Master's degree in Education
   c) None.
d) This course is one of the approved courses required for completing the Disciplinary Focus requirement in the NBPTS Advisement Sequence for the M.S. in Education.

6. Community College Transfer
   Does Not Apply

7. Date approved by the department: N/A

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

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