

The Profile of Professional Growth

Renewing Your
National Board Certification

By the end of this session you will have:

- heard the requirements of the Profile of Professional Growth (PPG)
- compared and contrasted Renewal to NBPTS Certification

What is Renewal?

- It is “renewal,” not “recertification”
- Profile of Professional Growth
- No Assessment Center Exercises!

What is Renewal?

- Renewal documents professional growth
- Submit evidence linking professional growth to student learning
- Available for all NBCTs
 - Classroom and non-classroom teachers
 - Administrators*
 - Retirees*

*must have valid teaching license

Important Policies

- NBCTs must renew in their original certificate area and developmental level
- Renewal submitted in year nine or 10 of certification (under current renewal process)
- If certificate expires teacher must complete entire process to regain NBCT status

Important Renewal Dates

- Application window is Sep.1, 2018 – Feb. 28, 2019
- Renewal submission deadline is May 15, 2019
- Must submit your application by February 28 and materials by May of your tenth and final year of National Board Certification
- May wish to attempt the renewal process in your first year of the two-year eligibility window. This offers you the chance to try again the following year.

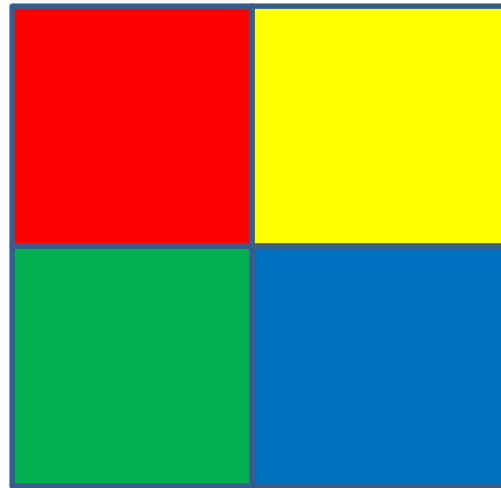
Renewal Timelines

<u>Certification Period</u>	<u>Apply</u>	<u>Submit</u>
2009-2019	Sep 2017	May 2018
	Sep 2018	May 2019
2010-2020	Sep 2018	May 2019
	Sep 2019	May 2020

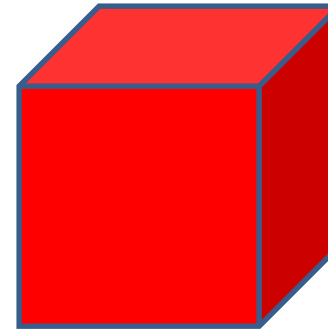
The Profile of Professional Growth (PPG)

- Broad range of content and professional knowledge and expertise.
- Wide spectrum of activities and tasks, often in a collegial approach that contributes significantly to the quality of education and to student learning.
- Multifaceted
- Ongoing commitment or contribution to the profession

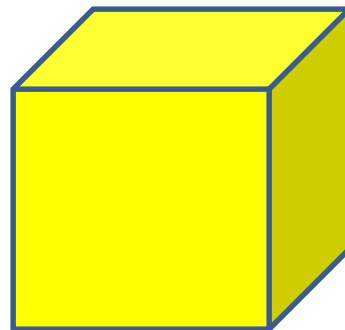
The Building Blocks of the PPG



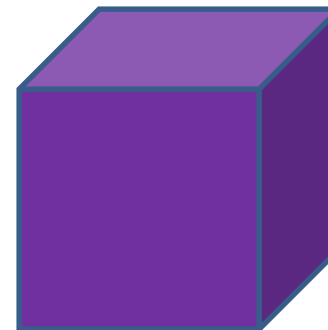
Component One



Component Two



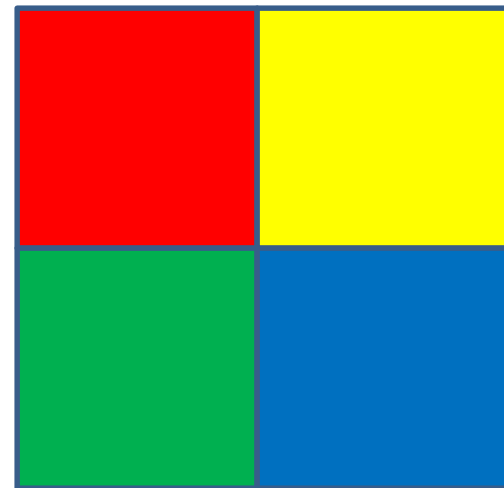
Component Three



Reflection

Component One

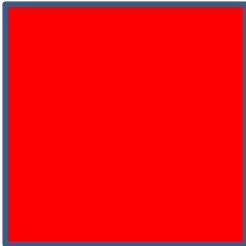
- Four Professional Growth Experiences (PGEs)
- Each PGE consists of three pages Written Commentary (or 12 pages maximum)
- Two pages maximum of samples of products (SOPs) for each PGE



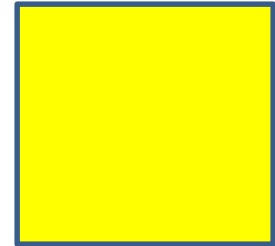
Component One

Professional experiences beyond the classroom

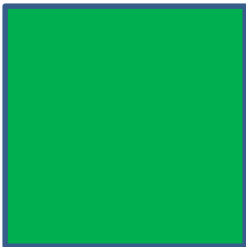
PGE 1



PGE 2



PGE 3



PGE 4



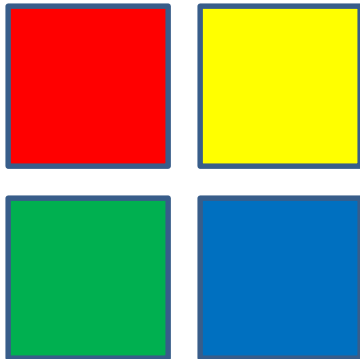
- New learning
- Has influence within or beyond the classroom
- Has a direct or indirect impact on student learning
- Ongoing and evolving
- Multifaceted
- Varied

Component One

Written Commentary

For each PGE:

- Describe the context
- Describe the PGE
- Identify the need and how the PGE addresses the need
- (do this four times)

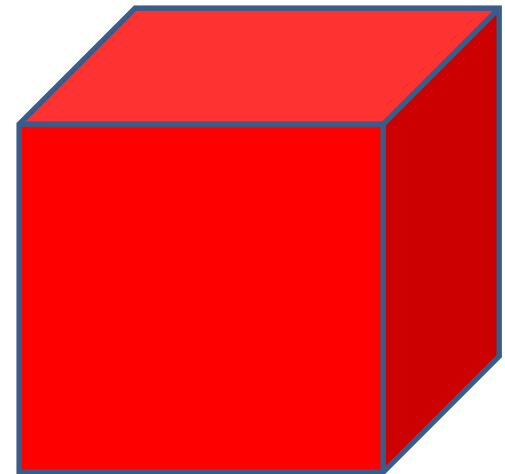


Addressed anywhere in commentary:

- Content/pedagogical knowledge that was acquired/deepened?
- Acquisition/use of technology
- Interaction with colleagues, professional groups, parents, and/or community and how enhanced professional growth

Component Two

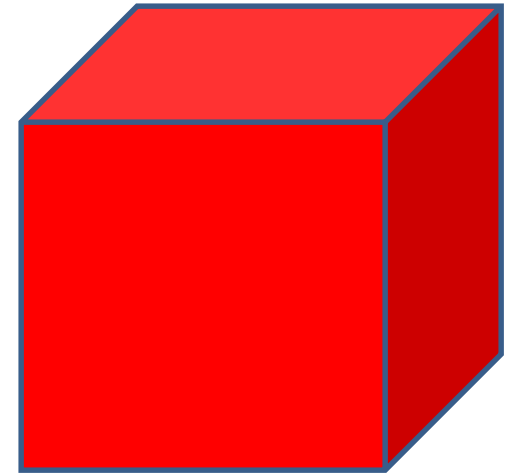
- Highlight one of the PGEs from Component 1.
- Four page written commentary
- Ten minute video



Component Two

Video

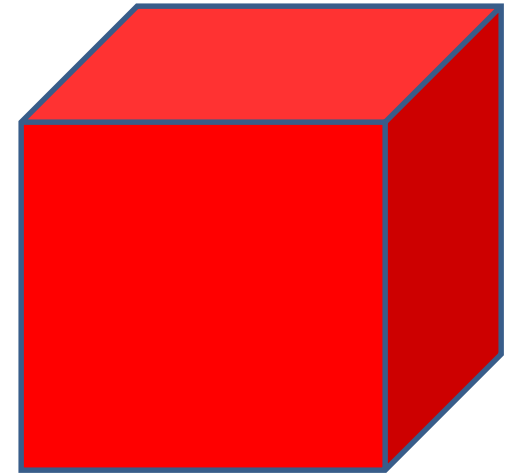
- Students in video must be from NBCT's original certificate area (age range/content)
- Video can be recorded in eighth, ninth, or tenth year of certification
- Video may be segmented (up to three)
- Video should be date stamped



Component Two

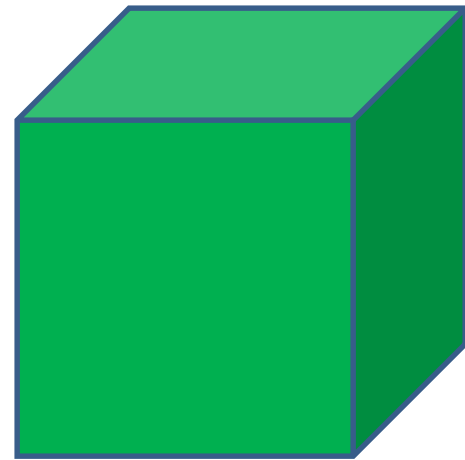
Written Commentary

- Age ranges of the students
- The PGE to which this component is connected
- The goals of the lesson & the connection to the overall learning
- Importance of the instruction for students
- Equity of access and promotion of diversity
- Impact on student learning
- Connection to certificate specific content knowledge



Component Three

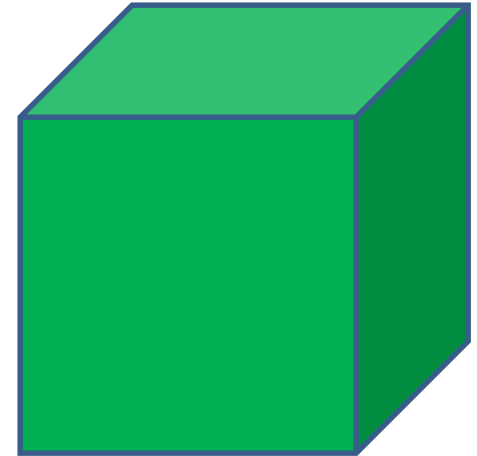
- Highlight a different PGE from Component One
- Four page written commentary
- Six minute video (up to three segments) OR eight pages of learner work



Component Three

Written Commentary

- Goals of the featured lesson
- Connection to the broader context of instruction
- Importance of instruction for learners at this time
- Connection to PGE
- Fit with the evolution of the PGE
- Specific evidence of learning from video/learner work
- Four pages



Component Three

Evidence

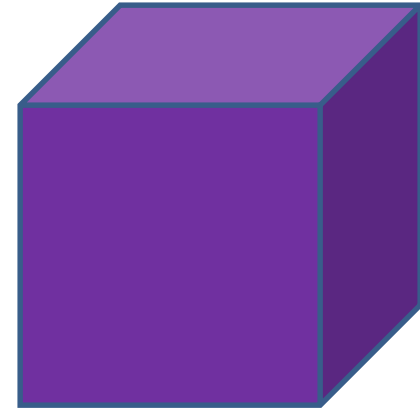
- **Video**
 - May be segmented
 - Six minutes maximum
 - No editing
- **You teaching preK-12 students; OR**
- **You teaching or interacting with your colleagues**

OR

- **Learner's Work**
- **Hard copy**
 - Teacher plans, responses
 - Printouts of computer work of students or professional colleagues
 - Scripting of classroom observations/post-conference notes
- **Learner-produced video**

Reflection

- Three pages maximum
- Directly impacted student learning
- Changes, additions, next steps that would enhance professional growth
- Current standards that challenge you and how you have addressed them
- Patterns or themes that have emerged that define you as an educator



A Look at a Sample PPG:

- Component ONE:
Four, Professional Growth Experiences (PGEs)

PGE ONE

- **Sue moved into a new school and was shocked at the lack of parent involvement.**
- Went to the principal to discuss ideas.
- Developed a newsletter to parents informing them about classroom activities and asking for input.
- Established a monthly evening activity for parents based on a current topic of study.
- Sue and principal and 2 other teachers established a monthly day session for parents.
- Established after-school tutoring sessions at parent request.
- Since the majority of students come from Hispanic homes, Sue started taking Spanish lessons.

PGE TWO

- **Sue's district mandated computer training because it felt that students in all classrooms need teachers as resources for computer issues.**
- Took required 2- day workshop.
- Took additional courses offered at a local college.
- Organized her team of teachers to develop lessons based on computer use. Students interacted with their Reading on the computer. They read more and understood more.
- Used the lessons to do a presentation at a faculty meeting.

PGE THREE

- **Sue learned that a well-known speaker on cooperative learning was coming to the area, and since she felt a bit uncomfortable with small group work, she decided to attend.**
- Attended the session and purchased the book.
- Read the book and met with colleagues who were also interested. The group studied the material and planned lessons.
- Lesson went well. Sue took other workshops on various topics from her district.
- Became involved with district professional development office.

PGE FOUR

- **Sue teaches Reading and wanted to enhance her knowledge.**
- Went to IRA Conference. Returned with many materials.
- Entered Masters Degree program in Literacy and received her degree.
- Accepted position as curriculum director with focus on updating district curriculum.
- Applied for and was accepted as a full-time professor at a local college.

Evaluation

- All components and reflection are evaluated as one entity
- Evidence comes from all components and evaluated against the scoring criteria
- Decision is either “renewed” or “not renewed”
- Non-renewed ninth year candidates receive feedback based on scoring criteria
- PPGs are evaluated by two NBCTs in the same content area

Scoring Criteria

- Identify and address significant **needs** of students, the professional community, parents, and/or self
- Have acquired or deepened **certificate-specific content knowledge** and/or **pedagogical practice** and have demonstrated it in your classroom practice

Scoring Criteria

- Have acquired knowledge of current **technology** and/or effectively utilized appropriate technology in a way that is directly connected to teaching and learning
- Involve the **wider community** of colleagues, parents, and/or community in your professional growth experiences

Scoring Criteria

- Practice **Standards-based**, relevant and meaningful instruction
- Ensure **equity** of access and promote appreciation of **diversity** in your classroom
- Have a meaningful impact on **student learning**

Renewal Resources

- <https://www.nbpts.org/national-board-certification/renewal/>