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

<table>
<thead>
<tr>
<th>Certification Period</th>
<th>Apply</th>
<th>Submit</th>
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<tbody>
<tr>
<td>2009-2019</td>
<td>Sep 2017</td>
<td>May 2018</td>
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<td>Sep 2018</td>
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<td>2010-2020</td>
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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

- 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**

- **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)
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.
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.
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