

National Board for Professional Teaching Standards (NBPTS) Preparation Coursework

A professional development option for completing renewal requirements for Standard/Master teaching certificates is to complete at least four semester hours of graduate-level coursework that prepares the teacher for the NBPTS certification. The course must be approved by the Illinois State Board of Education in consultation with the State Teacher Certification Board.

Out-of-state coursework found to be equivalent by the State Board through a review of the course syllabus or description will be accepted. In addition, an eligible Illinois entity that offered coursework prior to July 1, 2003, may apply for approval by submitting materials for review.

Certificate Holders—NBPTS Prep Course

The course must address the five NBPTS core propositions and relevant standards through such means as an observation by the course instructor, which may be recorded for later viewing, for the purpose of identifying and describing

- how the new teacher made content meaningful for students;
- how the teacher motivated individuals and the group and created an environment conducive to positive social interactions, active learning and self-motivation;
- what instructional strategies the teacher used to encourage students' development of critical thinking, problem solving, and performance;
- how the teacher communicated using written, verbal, nonverbal, and visual communication techniques; and
- how the teacher maintained standards of professional conduct and provided leadership to improve students' learning.

For at least two separate lessons, one of which must be an observed lesson, the new teachers must assemble

- written lesson plans,
- samples of students' work*, and
- a written analysis of the strengths and weaknesses of the lessons and implications for teaching improvement.

The documentation must provide evidence of classroom performance, including how the teacher

- used his or her understanding of students, assessment data and subject matter to decide on learning goals;
- designed or selected activities and instructional materials and aligned instruction to the relevant Illinois Learning Standards;
- adapted or modified curriculum to meet individual students' needs; and
- sequenced instruction and designed or selected student assessment strategies.

*When using student work used for this purpose, the students must not be identifiable or the teachers must get consent for the release of the students' work following the Illinois School Student Records Act [105 ILCS 10] and the rules for student records (23 Ill. Adm. Code 375).

Evidence of Completion for NBPTS Prep Course

Evidence of completion is a grade or official transcript issued by the institution or other entity offering the coursework showing that the course was passed.

Requirements for NBPTS Prep Course

Applicants seeking approval must be an accredited institution of higher education or such an institution in partnership with a teachers' association or union or with a regional office of education, or another entity authorized to issue college credit.

Applicants must submit a syllabus, course description, or other materials demonstrating that the coursework addresses NBPTS's five "core propositions":

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

Required Components

- Observation, review and analysis of each participant's teaching against the National Board's Standards; and
- Demonstration of the participant's ability to reflect on his or her own teaching practice;
- Presentation of at least two lessons by the participant that provides evidence of his or her performance in respect to the National Board's Standards.

Instructors

Either the course instructor or a designee must observe the teacher participants' teaching practices at least once, either in person or through videoconferencing or videotapes. Observers must satisfy at least one of the following:

- Hold or have held Standard or Master teaching certificate(s), or
- Completed training covering
 - content knowledge and pedagogy,
 - adult learning theory,
 - verbal and non-verbal communication skills,
 - attributes and styles of positive critiques,
 - classroom observation skills related to assessment of performance,
 - strategies for providing constructive feedback and social support,
 - problem-solving skills, and
 - formative assessment and self-assessment, or
- Have equivalent experience as determined by the instructor.

Grading

Criteria for grading participants are based on the participant's ability to analyze and reflect on his or her own practice rather than the instructor's assessment of the participant's performance as a teacher.