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Program Three: Becoming the Best: Journeys to Accomplished Teaching

The National Board for Professional Teaching Standards

Objective of Unit

In learning more about the National Board for Professional Teaching Standards (NBPTS) Core Propositions, participants will find ways to apply these Propositions to meet their needs, goals and objectives. Participants will also recognize the need to reflect to grow as teachers in order to be life-long learners and greater experts in their subject areas and their profession. Finally, participants will understand how the relationship between instruction and assessment can positively impact their ability to grow as educators.

Audience

This program was produced for pre-service to veteran teachers and educators, particularly those thinking about becoming National Board Certified. This unit is designed for both self-paced viewing and for facilitators.

Program Description

Each of the following video segments described is streamed on the Models of Teaching website at www.unctv.org:

Segment One: NBPTS Propositions 1-5

The host of this series, Charles Coble, begins by likening great teachers to champions and heroes. Like champions in any other field, teaching champions must travel an arduous journey to reach a level of mastery. Accomplished teachers are life-long learners, thirsty for new knowledge, who come to realize and appreciate that the journey never really ends. One journey that many successful teachers take is that of becoming certified by the National Board for Professional Teaching Standards. The video then outlines the five Core Propositions established by NBPTS (see Appendix 3.1).

Segment Two: NBPTS Propositions 1-4

The video first features Melissa Oxendine, a National Board-Certified teacher in a rural, multi-cultural community. The segment illustrates Melissa's commitment to students and their learning. It also shows Melissa's

emphasis on continual reflection to improve herself, on making learning fun and meaningful to her students, and on collaborating with others.

Segment Three: NBPTS Propositions 1-5

The second teacher featured in the video is Judy Jones, a National Board-Certified high school biology teacher. Like the other teachers in the video, she talks about the need to grow and learn in the job. She's grateful for some of the opportunities she has had to collaborate with other educators. Judy also talks about her success with creating lessons that are very inter-disciplinary in nature.

Segment Four: NBPTS Propositions 1, 2, 5

In response to a significant community disaster Liz Doster and Ann Simo have come together with a community of learners to increase their content knowledge and to affirm their commitments to lifelong learning while presenting content directly relevant to the lives of their students.

Segment Five: NBPTS Propositions 1, 3, 4

This segment offers an interview with university professor, David Gabbert. Much like Proposition #3, this section focuses on the task of monitoring and managing student learning. David ties assessment to instruction and believes that tying instruction to students' experiences and weaving them into assessment creates greater inspiration to learn.

Segment Six: NBPTS Propositions 2, 4, 5

From there, the video travels to the National

Web Resource:

The National Board for Professional Teaching Standards
www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy to navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

This Unit Includes:

- Becoming the Best: Journeys to Accomplished Teaching (video)*
- List of NBPTS Standards (Appendix 3.1)*
- Post-Video Group Assignments (Appendix 3.2)*
- Evaluating Student Work Samples (Appendix 3.3)*
- Self-Tutorial Questions (Appendix 3.4)*



Humanities Center in Research Triangle Park, NC. It is a place where teachers converge to learn things such as how to develop and sustain communities of learners through professional development — much like Proposition #5 calls for. The Center’s Director of Education Programs Richard Schramm identifies its mission to give teachers the opportunity to learn from one another and to reenter their classrooms refreshed. Schramm says the Center seeks to add more of an intellectual dimension to the teaching profession. The video portrays some of the discussions and projects in which teachers participate at the National Humanities Center.

Self-Tutorial Instructions

Timeline

- Read NBPTS Propositions5 min (Appendix 3.1)
- Read the Two Assignments*5 min (Appendix 3.2)
- Read lesson background5 min
- View *Becoming the Best*30 min
- Outline assignment presentations.....30 min
- Read activity purpose/background.....5 min
- Address discussion questions.....15 min
- Lesson Plan activity30 min (Appendix 3.3)
- Self-Tutorial Questions15 min (Appendix 3.4)

* Appendix 3.2 has two assignments. Individuals should try to address each one as they watch the video.

Viewing Instructions

Reflect on the following discussion questions

while watching *Becoming the Best* or its six video segments.

- How does the teaching portrayed in the video demonstrate reflective practice?
- How would you describe the classroom environments portrayed in the video?
- What educational values does the National Humanities Center program embody?
- How does the National Humanities Center program address the NBPTS propositions?
- From what you have seen, what ideas about teachers and teaching stand behind the National Humanities Center program?
- How does Melissa Oxendine’s teaching embody the NBPTS propositions?
- Twice Ms. Oxendine mentions that she “facilitates learning.” What does that mean, and does it differ from traditional notions of classroom teaching? If so, how?
- What views about teaching do Judy Jones, the high school biology teacher, and Melissa Oxendine, the elementary school teacher, share?
- The video shows two professional development activities, one at the National Humanities Center and another at East Carolina University. What characteristics do they share? How do they differ from traditional professional development? In them how do higher education and K-12 education relate to one another?
- David Gabbard, the professor of education, attributes most school problems to motivation. How do the teachers in the program motivate their students? What motivates them? What does the video suggest about the relationship between teacher motivation and enthusiasm and student learning?
- At the end of the video, Charles Coble, the program’s host, says that in education today individuals and institutions are developing new ways of thinking and doing. What are some of these “new ways,” and how will they affect teachers and students?

Workshop Instructions

Timeline

- Assign post-viewing tasks10 min
- Viewing of *Becoming the Best*30 min
- Post-viewing assignments20 min
- Break10 min
- Presentations of assignments20 min
- Review of assignments..... 30 min
- Break.....10 min
- Lesson Plan Development activity ...45 min

Suggestion:

In a classroom setting, concrete examples thought of by students are much more likely to be understood by their peers.

Suggestion:

Instruction that is integrated with assessment, and that relies on input from students will make instruction fresh.

Note that times may vary slightly based on the size of the group and the extent of the discussion.

Pre-viewing Instructions

Upon participants' entering the room, the NBPTS Propositions (Appendix 3.1) should be illuminated on an overhead. Prior to watching the video, participants should be given their post-viewing assignments on slips of paper with directions for their assignments. Participants should not be told that they will be doing the assignments in groups. (The directions do not give any indication of there being any group work.) Rather, as they watch the video they should assume that the burden will be only on them to complete the assignment. This way, participants will have to generate their own ideas for the assignment, experiencing the challenge of having to work on their own. In the end, though, they will experience the benefits of collaboration.

Viewing Instructions

Because of the nature of the post-viewing activity, this video should be viewed uninterrupted. (Participants will be assessed on their understanding of the video in different ways.) As facilitator, it may be necessary to pick out the elements of the program which are likely to be cited by participants in their post-viewing activities.

- One activity relates to Melissa Oxendine's quotation of children's need for real experiences. Her segment is toward the end of the first half of the show.
- The other activity takes Judy Jones' discussion of learning styles. She appears in the latter half of the show.

Because both of the assignments are tied to different elements of the video, participants should probably take notes during the video.

Post-Viewing Activity: Assignments 1 and 2

Objectives

- to assess participants' understanding of the video, with particular emphasis on NBPTS Propositions
- to demonstrate multiple means of assessment that simultaneously act as means of instruction
- to illustrate the benefits of collaboration

- to show how allowing for student input can drive instruction in new and effective directions
- to introduce evaluation of instruction akin to evaluation of student work samples

Background

These assignments are designed with several objectives in mind. One is to show the effects of assessment on instruction. That is, each of the assignments is a form of assessment on participants' understanding of the video's content, particularly as the content applies to the NBPTS Propositions. In this case, assessment drives the instruction which consists of the video and the assignments. Further, in the course of presenting their work on the assignments, each group will act as instructors for the other participants. All the while you will serve as instructional guide, helping to direct the participant "teachers" — with clarification questions, mainly — as they instruct the others. NBPTS Propositions #s 1, 2 and 3 relate to the ability to guide instruction in this way.

Similarly tied to the first three Propositions, the activity models guiding students toward an end goal while relying on students to fill in much of the assignment with their own personal experiences. The participants will draw upon their classroom "life" experiences to give concrete examples to the ideas presented in both the video and through the NBPTS Propositions. Whether presenting an assignment or listening to a presentation, participants will draw more meaning out of the video and Propositions.

Finally, part of the National Board Certification process consists of evaluating student work samples, and each of the group's presentations can act as a work sample that can undergo similar evaluation.



Suggestion:

If your group is large, you may want to assign one person within each group the role of guide. That is, the person should be the one in charge of making sure the group stays on task and completes the assignment.



after the groups present their work. Much of the discussion will relate to the work sample evaluation. However, some questions that apply more to the general activity are:

- How can providing various forms of assessment lead to varied and differentiated forms of instruction?
- How would similar forms of assessment in your classroom lead to greater student input, allowing you and other students to learn from that input?
- Why do students tend to respond better to instruction that seems unique to them and to their experiences?
- How were your ideas enhanced when you were able to collaborate with others?
- After completing your assignment and listening to the other group's assignment, do you feel that you would have been prepared for a standardized assessment on the video's content and the NBPTS Propositions?

Appendix 3.3 provides questions for evaluation.

Instructions

To implement this activity split the group, having half write essay-style answers to assignment one and the other half write essay-style answers to assignment two. Throughout implementation, you will be modeling the role of teacher. In that role, you should encourage your "students" by asking for clarification through examples or better explanation and by asking probing questions.

Once everyone has had a chance to finish his/her assignment, ask for a few volunteers (at least one representing each assignment) who'll let others with the same assignment critique their essays. Appendix 3.3 provides some evaluation questions. The National Board Certification process requires teachers to provide student work samples, along with applicant-written evaluations, to demonstrate an applicant's qualifications for certification. Though the participants' assignments aren't identical to the kinds that are used for student work samples, they are valuable for building in familiarity with the evaluation process, which benefits all teachers, whether or not they are seeking certification.

If your group is large, you may want to assign one person within each group the role of guide. That person should be the one in charge of making sure the group stays on task and completes the assignment.

Discussion Questions and Follow-up

The discussion can occur before, during or

Closing Activity: Lesson Planning

Objectives

- to reflect upon previous lesson plans and create better ones based on the session's highlights
- to find ways to integrate NBPTS Propositions more fully into the classroom
- to experience the benefits of working together as teachers and students toward an objective
- to create situations which will enhance student learning

Assignment

This is an opportunity for participants who share similar curriculum goals to group together and collaborate to create future lesson plans. Your participants can use the evaluation questions from Appendix 3.3 to help craft effective strategies for teaching skills and areas of knowledge that are important for their students to possess.

Groups will decide on their objective and work toward reaching that objective. This process can simulate the classroom experience of guiding students toward objectives, while relying on their input to steer the class there. It may be necessary for someone within the group (or you as facilitator) to act as the teacher, guiding the group toward the established objective.

Internet Resource Guide

UNC-TV Models of Teaching

www.unctv.org

This site is the home site for the Models of Teaching program. Here, you can find more information about the series, the standards that are covered, and the MOT sponsors.

The National Board for Professional Teaching Standards

www.nbpts.org/nbpts/

This is the official website of The National Board for Professional Teaching Standards. On this easy-to-navigate website, you can find information about the National Board, the specific standards endorsed by the NBPTS, and how you can earn a National Board Certification.

The Interstate New Teacher Assessment and Support Consortium (INTASC)

www.ccsso.org/intasc.html

This page of the Council of Chief State School Officers provides more information on the INTASC standards. This page also provides another link (www.ccsso.org/intascst.html) that details the 10 principles of the INTASC. In addition to the Consortium's principles, this second link offers examples of Dispositions and Performances that give clear examples of how to put these principles into action in the classroom.

Directory of Interstate School Leaders Licensure Consortium (ISLLC) Members

www.dscc.org/nta/html/isllc.htm

As the title implies, this site offers a directory of ISLLC Members in participating states and territories. This site describes ISLLC as "a collaboration of state education agencies and professional development organizations committed to raising performance standards for school leaders."

American Association of School Administrators

www.aasa.org/Issues/leadership/murphy.htm

This link leads to an article abstract on ISLLC standards. Joseph Murphy of Vanderbilt University and Neil Shipman of University of Memphis wrote the piece entitled, "The Interstate School Leaders Licensure Consortium: A Standards-Based Approach to Strengthening Educational Leadership."

The Center for Creative Leadership

www.ccl.org/programs/lisa/index.html

The Center's Education Sector (ES) group brings a leadership development resource to contemporary educators to assist them with the tough job of reforming and restructuring schools. Strengthening the leadership capability of those responsible for K-12 public and private schools, colleges, and universities so that educational reforms for excellence can occur is its unique and important mission.

The National Humanities Center

www.nhc.rtp.nc.us:8080/introduction/nhcintro.htm

The National Humanities Center is the country's only independent institute for advanced study in the humanities. A private, nonprofit institution, the Center exists to encourage excellent scholarship and to affirm the importance of the humanities in American society.

The Kenan Best Practices Center

bestpractices.ga.unc.edu

The Center serves as a source of research, development, and dissemination of best practices in advancing strong, effective, long-term partners in the preparation and continuing professional development of school-based educators. In cooperation with the University of North Carolina Center for School Leadership Development and the Best Practices Center within the Kenan Alliance for Partnerships in Education, this website has been established as a clearinghouse of information related to exemplary programs, policy, and schools.

About This Guide

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NBPTS Core Propositions

1. Teachers are committed to students and their learning

- Teachers recognize individual differences in their students and adjust their practice accordingly
- Teachers have an understanding of how students develop and learn
- Teachers treat students equitably
- Teachers' mission extends beyond developing the cognitive capacity of their students

2. Teachers know the subjects they teach and how to teach those subjects to students

- Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines
- Teachers command specialized knowledge of how to convey a subject to students
- Teachers generate multiple paths to knowledge

3. Teachers are responsible for managing and monitoring student learning

- Teachers call on multiple methods to meet their goals
- Teachers orchestrate learning in group settings
- Teachers place a premium on student engagement
- Teacher regularly assess student progress
- Teachers are mindful of their principle objectives

4. Teachers think systematically about their practice and learn from experience

- Teachers are continually making difficult choices that test their judgment
- Teachers seek the advice of others and draw on education research and scholarship to improve their practice

5. Teachers are members of learning communities

- Teachers contribute to school effectiveness by collaborating with other professionals
- Teachers work collaboratively with parents
- Teachers take advantage of community resources



Appendix 3.2

Post-Viewing Group Assignments

Assignment One

One of the teachers featured in the video says, “Children need real experiences.” What does the teacher mean by this? Give some real examples of children’s need for real experiences. Further, provide some real examples of NBPTS Standard #4 as it applies to your experience.

Assignment Two

One of the teachers featured in the video discusses learning styles. What are they? Compare and contrast them. How do learning styles apply to the classroom? To your classroom? To which, if any, of the NBPTS Standards do various learning styles apply?

Evaluating Student Work Samples

Types of questions used to evaluate Student Work Samples

- What was the objective of the lesson?
- How was the lesson organized?
- How was the lesson organized to measure students' (participants') understanding of the material?
- How did the lesson meet the criteria of the NBPTS Propositions?
- What was students' (participants') overall prior knowledge of the material prior to the lesson?
- How well did students (participants) meet the objective of the lesson?
- What evidence do you have to support the level of student (participant) learning?

Self-Tutorial Questions

Individuals who are completing this unit in a self-tutorial fashion should answer the following questions:

- How can varying the forms of assessment in my class, vary the forms of instruction?
- Which of the NBPTS Standards is my strongest? Which is my weakest?
- How can I pass on my areas of strength to my peers?
- How can I improve my areas of weakness?
- What has been one of my better teaching moments?
- What has been one of my teaching moments that I could really improve upon?
- How will this workshop affect my instruction?