

Title of Session: National Board Certification Support Group

Moderator: Gayle Britt

Title of File: 20081027nbc

Date: October 27, 2008

Room: National Board Certification Group

SarahAA joined the room.

BJB2: Hi, Sarah!

GayleB: Hello Sarah

SarahAA: Hello!

GayleB: Are you here to get information about National Board?

SarahAA: YES.

GayleB: Great!

GayleB: You are the only visitor so let's talk.

SarahAA: Ok.

SarahAA: Tell me about your National Board Certification support group.

GayleB: I'm NB certified in history and have taught middle school in CA for many years.

SarahAA: Congrats.

GayleB: What is your interest in NB? Where do you teach?

BJB2: what do support groups usually do for candidates, Gayle?

SarahAA: I'm a currently a student teacher looking to get certified in science middle school.

GayleB: Ah, yes, BJ, thank you for prompting me.

BJB2 thinks Sarah has a way to go yet!

SarahAA: Definatly.'

GayleB: Sarah, have you been to the NB site?

GayleB: In order to apply you have to have taught for three years.

SarahAA: Is that the same as the Texas?

GayleB: You are wise to start thinking about it in advance.

GayleB: No, I do not know about Texas credentials.

GayleB: I am only speaking about the National Board certification.

SarahAA: Is there a national board certification for science?

GayleB: To apply for National Board certification you also have to have state credentials

GayleB: Yes, science is one of the areas.

GayleB: Are you getting a Texas credential?

GayleB: in science? or in elementary? or?

SarahAA: Why do teachers get national board certification?

GayleB: I think they do it for various reasons. Some do it because

GayleB: they want to improve their teaching

GayleB: The process is very rigorous

SarahAA: Yes, I will be getting Texas credential, once I am done with student teaching.

BJB2: Gayle, is it wise to know years before you apply, what you will need to go for NBC? (like keeping a portfolio, etc.)

GayleB: BJ, most of the portfolio has to be done the year you apply

BJB2 . o O (I just wonder if something like that would make the NBC process easier)

GayleB: because you have to collect student work and video tape yourself teaching

BJB2 nods...I meant like a pre-portfolio

SarahAA: AS a student teacher we are required to develop an e-portfolio.

GayleB: Another reason teachers want National Board cert. is that it has a high reputation.

GayleB: And some states and districts pay a higher salary to NB certified teachers

BJB2: teacher reflection as an established norm would make the evaluation of and documentation of student progress easier, I would think

BJB2 . o O (as in continuing your portfolio as you teach, Sarah)

GayleB: Yes, you are right, BJ.

GayleB: In CA first year teachers go through a BTSA program in which reflective practice is required.

SarahAA: Thanks, I will continue my portfolio as I teach.

SarahAA: What's reflective practice?

BJB2: oh, good question, Sarah!

GayleB: And something you do or will do without giving it that name.

DianneA joined the room.

GayleB: It is when you reflect on what you just taught and how well students learned and make adjustments to improve.

BJB2 . o O (there is a group for Reflective work for Professional Development here in Tapped In, Sarah)

GayleB: Teachers do it all day long.

BJB2 hugs Dianne...and Dianne just logged in ...she leads that group

GayleB: Hi Dianne

GayleB: Oh great!

DianneA: Hi Bj, Gayle, Sarah

SarahAA: In student teaching we do weekly reflections about our teaching experience, so similar to that.

DianneA listens

BJB2: Gayle mentioned reflective practice and in you logged, Dianne :-)

SarahAA: Wow, a lot what I am doing in my student teaching is preparing me for national boards then.

GayleB: Yes, and your experiences will too.

SarahAA: I better keep it up after student teaching is done then.

GayleB: What grade do you want to teach?

SarahAA: I do like the reflections, especially when I get feedback from professor.

SarahAA: I want to teach 5th grade science.

BJB2: ahhh....there's the rub, Sarah. From whom will you get feedback when you graduate?

BJB2 nudges Dianne

SarahAA: I know, I was just thinking that.

DianneA grins at Bj

GayleB: National Board is a lot of self-reflection against national teaching standards

SarahAA: I guess, myself. I will evaluate my students on how well they got a topic.

GayleB: Oh yes, assessment is one of the NB standards.

BJB2: Perhaps this NBC group should collaborate with the reflective group? Would that work, Gayle and Dianne?

BJB2 . o O (and perhaps the Teachers in training group)

SarahAA: Where can I get information about national teaching standards?

GayleB: I think that could be very valuable.

DianneA: There is some room for collaboration as I see it Bj

GayleB: Sarah go to the NB website.

SarahAA: Ok. I just type in NB.com

GayleB: Look at the 5 propositions of accomplished teaching. www.nbpts.org

DianneA: The requirements of the NBC with its emphasis on reflection helps teachers

make a start

SarahAA: Great! Thanks!

DianneA: What I have been focusing on can be broader than NBC emphases

GayleB: BJ and Dianne, those who come to the NB group have various needs.

DianneA: and some of my concerns relate to how to improve reflection itself

DianneA nods to Gayle

GayleB: And so the reflection discussion may not be a fit

GayleB: every time

DianneA nods to Gayle

SarahAA: So how do you improve reflections?

GayleB: When does your group meet Dianne?

GayleB: Perhaps we can refer people to your discussion group.

DianneA: One way of helping folk see that there might be a connection, and to open the spaces to seeing if what is going on elsewhere is relevant to them would be to open respective passageways to our group rooms

DianneA: We haven't arranged for a synchronous discussion time at this stage Gayle

GayleB: Good idea.

BJB2 . o O (which is what can happen when you collaborate with other groups)

DianneA: I was hoping to work with individuals and with the group to get to that point

GayleB: Oh, I see.

DianneA: and signs are of early enthusiasm but limited stickability

BJB2: perhaps this is something that needs an article in the newsletter?!

BJB2 . o O (hint, hint)

DianneA: and also, in some practices, the teachers need to have the passage of time of working with their own work until they reach an impasse and then have need for input

from others

BJB2: unfortunately, I think when many teachers reach an impasse, they take the path of least resistance. Hopefully, that is not true of Tapped In members!

SarahAA: Sarah listening

SarahAA: good learning for me.

GayleB: In thinking of this group discussion over the years...

GayleB: I think individual need is very important

DianneA: Sarah, to improve reflections you will be involved in a second order process: reflecting on reflections - capturing data about reflecting, and examining that itself

GayleB: I tried to make it one thing, but the reality is that people come with differing needs and readiness

BJB2 nods to Gayle.

DianneA nods to Gayle

BJB2: The support system has to include a variety of scaffolding

GayleB: Dianne, that sounds very useful

DianneA: I was hoping to work on such differences by individual work

SarahAA: Thanks Dianne. I am registering for it.

GayleB: I'm thinking the posting of more resources may be more useful than the live discussions.

DianneA: One of the problems my approach faces is that reflecting for NBC is in some respects more practically and technically oriented

SarahAA: Posting of resources would be great.

BJB2: that is where both the ability to store resources and the use of the asynch discussion board come in, Gayle

DianneA: emphasis there does deliver professional gains, especially for some immediate learnign tasks in teaching

GayleB: Yes, BJ, I see. I think I haven't used the discussion board enough

BJB2 . o O (to advise group members of added resources)

DianneA: Without the awareness of the other level of reflection, however, once basic competency is reached, the focus on being reflective, and using external sources to help challenge you own thinking fades from necessity

BJB2: Dianne, it sounds like reflective practice takes time to develop...and a good beginning place would be the concrete artifacts of classroom participation

BJB2 . o O (or what you just said ;-))

DianneA nods to Bj

GayleB smiles

DianneA: BJ, Gayle ...

BJB2: does that make sense, Sarah?

BJB2: Thanks for stopping by to help out with the discussion, Dianne...didn't mean to pull you away from your other work

SarahAA: still registering. However, I can see how reflective practice could take time.

DianneA: I am just going to the Reflective Work group room to make the passageway link with the NBC, if you like you might join me there and see how far our discussion postings have reached and what resources are available there

GayleB: Yes, it was good to talk to you Dianne

DianneA left the room.

GayleB: Sarah, did you get your questions answered?

BJB2: you will not be able to enter the Reflective Work for PD unless you join the group

SarahAA: I can see why NBC requires a certain amount of years teaching before you apply.

BJB2 smiles and nods to Sarah!

SarahAA: yes, I got my question answered

GayleB: I hope you'll go for it in the future!

BJB2: Gayle, please do contact Jack and set up a meeting time

GayleB: Sarah, best to you as you begin a great profession.

GayleB: Ok, BJ, I'll email Jack.

GayleB: Bye now.

BJB2: and remember, Sarah, you're not alone!

SarahAA: I am an ambitious person. I also would like to have great prestigious creds.

BJB2: thanks, Dianne

BJB2: thanks for participating in the discussion, Sarah

SarahAA: Your welcome. Thanks for allowing me.

BJB2: good luck, Sarah. Keep us posted on how you're doing :-)

SarahAA: Thank You:) I will keep you posted. BYE>

BJB2 waves bye