

NBPTS Take One! Process: Tying Actions and Knowledge to Evaluation for Ongoing Necessary Efficacy

Many teachers, for example, have learned to run through the curriculum, or get through the chapters of the textbook, without ever taking stock of what students understand in order to change their approach or re-teach concepts that weren't fully learned. Relatively few teachers have learned to analyze the learning outcomes of their students in a nuanced way that would guide their work with individual students and their broader curriculum planning.

(Linda Darling-Hammond, October 2010)

The commitment to learn by the Jose de Diego Community Academy is transformative for both teacher and student learning. The deep commitment by virtually a whole school to work on their professional practice together through the Take One! process is the type of solution we need to transform our schools and attack the global achievement gap. When a school community is urgent and committed to learning, we teach our children to embrace and learn that very value. The teachers and administration of Jose de Diego Community Academy have raised the bar for commitment to professional development and student learning in our schools. Their passion for learning is a gift our students deserve."

(Chicago Public Schools Chief Area Officer 6 Craig Benes, 2011)

As stated by Benes, a school wide National Board for Professional Teaching Standards (NBPTS) *Take One!* program may be the solution for supporting teachers to align their decisions. With increases in the complexity of curriculum, higher levels required to meet Adequate Yearly Process (AYP), numbers of schools on low performance lists, and student diversity, school leaders are implementing a variety of actions to meet a multitude of curriculum, instruction, and assessment mandates. What may be missing is the means to bring all school improvement activities together in the classroom to impact student learning. The *Take One!* school wide program gives teachers the opportunity to collaboratively make the connections to analyze all aspects of their teaching decisions and make adjustments that appropriately result in moving students toward state, district, school, and classroom goals.

Overview

This document will show how schools may use the *Take One!* professional development experience to support teachers to align all school improvement activities to improve student learning in the classroom. This paper will describe the *Take One!* process, show the research on the positive impact of school wide *Take One!* programs and the NBPTS process, how to develop *Take One!* support, narratives from Illinois *Take One!* schools, and resources for school leaders to build their school efficacy through the *Take One!* program.

The NBPTS *Take One!* process may be used as a lever for teachers to focus on how their teaching decisions impact student learning. Teachers have the opportunity to individually complete one pre-selected NBPTS portfolio videotape entry in their certificate. Teachers plan and select a videotape and respond to questions through a written commentary. NBPTS offers documents (portfolio instructions, rubrics, and teaching standards) that enable participants to discuss and write responses to questions. The questions were designed for them to show how they think, plan and instruct students to meet learning goals and reflect on the effectiveness of their teaching decisions. Teachers show evidence of their thinking and performance through the aspects of teaching outlined the NBPTS framework, the Architecture of Accomplished Teaching. Teachers think deeply and show how they—

- Understand Knowledge of Students (Who are they? What is their level of progress and development? How do they learn?)
- Set high, worthwhile goals appropriate to these students at this time in this setting.
- Implement instruction designed for these students to attain those goals.
- Evaluate students' learning in light of the goals and the instruction to determine what students know and do not know and what students can and cannot do.
- Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues to determine what to do next and what should have been done differently.

School Improvement

Engaging school wide conversations on the aspects of teaching in the Architecture of Accomplished Teaching and studying high and rigorous teaching standards builds a learning community focused on students' learning. Using the *Take One!* program school wide enables teachers and principals to make connections among school improvement actions to meet school learning goals. When groups of teachers in one school work together through this process, they engage in high quality professional development over time to focus on their students' achievement. Showing evidence of the aspects of teaching in the Architecture of Teaching is aligned to the Illinois School Improvement planning process.

School Improvement Planning Process	NBPTS Architecture of Teaching
Trends in student achievement data	Knowledge of student learning and ways to learn
Learning targets/goals	Learning goals
Strategies and actions	Instructional strategies
Measures of learning	Evaluate student learning
Reflection on effectiveness of SIP strategies and actions on student learning	Reflection on effectiveness of instructional design on student learning

Positive Impact of School Wide *Take One!* Program

High Needs Schools: Effective Learning Communities and Effective Instruction

Research shows that the NBPTS *Take One!* process improves teaching and learning. Learning Points Associates (2008) "found that a large majority of teachers in high-need schools report that *Take One!* fostered the development of effective professional learning communities and improved the quality of instructional planning and implementation in the classroom."

Take One! Program Impact on a School

In the NBPTS survey of the 2009-2010 *Take One!* participants, they showed that the impact of the process was in three areas: 1) student learning; 2) the managing and monitoring of teacher practice; and 3) teacher collaboration." For more information on the findings, visit the NBPTS website under research.

Improvement at Julius Corsini Elementary School

The benefits of *Take One!* goes beyond the individual classroom to change the culture within a school and impact school wide improvement. Throughout the nation, schools have implemented school-wide *Take One!* professional development to improve student achievement by aligning best practice and school improvement programs. One struggling school in California, Julius Corsini Elementary School, led by the NBCT principal engaged 100% of the 43 teachers in the NBPTS *Take One!* standards and assessment process to build a learning community to improve teaching and learning. The school reports the following improvements:

- Student performance improvements in California's Academic Performance Index increased by 55 points during the 2007-2008 school year and 49 points during the 2008-2009 school year, greatly exceeding the targets of eight and five points respectively.
- Student proficiency levels in English language arts and mathematics increased from 17 percent to 30 percent in 2007. The following year, 60 percent of students performed proficient or above in mathematics and 46 percent in English language arts.
- Julius Corsini was one of four schools in California to exit Program Improvement Year 5, meeting AYP in 2009.
- For decades, the school's teacher turnover rate had hovered between 50 and 75 percent every year. During the 2007-2008 school year, the teacher turnover rate was 5 percent, a 40 percent improvement from the previous year. In the 2008-2009 school year, the school lost only one teacher and that was due to retirement.

The NBPTS website hosts more information about California's Julius Corsini Elementary School, Georgia's Stonewell Tell Elementary School, and Virginia's Hampton High School.

Research

The National Research Council (NRC)

A growing body of independent research shows that NBCTs are more effective at improving student achievement than their non-board certified counterparts. Several national studies, using different methods and samples, provide evidence that students of NBCTs at both the elementary and secondary levels outperform their peers on standardized tests and other measures of learning. The National Research Council (NRC) published in 2008 that the teachers completing the NBPTS process had a positive impact on student learning and teacher retention, “Evidence is clear that National Board Certification (NBC) distinguishes more effective teachers from less effective teachers with respect to student achievement...NBCTs raise student achievement and are committed to improving their schools.” The NRC recommended that since NBC is an effective professional development experience that positively affects teaching practice and costs less than and compares favorably with Master’s Degree programs, then school leaders should coordinate support. Building a continuum toward NBC within a school is an effective strategy for school improvement. *Take One!* is the beginning to the process. National Board Certified Teachers (NBCTs) support principals to reach their goals and NBCTs show evidence that their teaching decisions and actions impact student learning. NBCTs—

- Contribute to school-wide improvement.
- Measurably improve student learning.
- Work effectively with parents.
- Promote standards-based education.
- Model best practices.
- Satisfy the “highly qualified teacher” requirement of *No Child Left Behind*.
- Elevate and inspire teachers.
- Boost teacher recruitment and retention.
- Build collaborative learning communities.

Independent Research: NBCTs Impact Student Achievement

Over 150 studies have been conducted on the NBPTS process and overwhelmingly found that NBCTs have a positive impact on student learning. Below is a short description of results of key findings. More information about these studies may be found at the NBPTS website www.nbpts.org.

Elementary Students Gain 25 Days of Instruction with NBCTs

In a study of the 1999-2003 Stanford Achievement Test, ninth edition scores of Arizona third to sixth grade students in 14 school districts, researchers found that students in National Board Certified Teachers’ (NBCTs) classrooms outperformed students whose teachers were not NBCTs. Further, researchers found that those gains went beyond higher test scores, adding up to learning improvements equivalent to more than a month’s worth of additional time in the classroom. (Vandevoort, Amrein-Beardsley, & Berliner, 2004).

High School Students of NBCTs Achieve in Math

In a National Science Foundation-funded study of more than 100,000 Miami-Dade, Florida, ninth and tenth grade math students, Cavalluzzo found that students of National Board Certified Teachers (NBCTs) scored higher on the Florida Comprehensive Assessment Test (FCAT). Records show that NBCTs were particularly effective with black and Hispanic students. The research also showed that National

Board Certification had a greater effect than state certification to teach math or relatively more teaching experience (Cavalluzzo, 2004).

Students in NBCT Classrooms Score Higher On Achievement Tests

In a U.S. Department of Education-funded study of more than 600,000 North Carolina third to fifth grade students’ annual test scores from 1996-1999, researchers found that students of National Board Certified Teachers (NBCTs) outperformed the students of other teachers. The gain was higher (15 percent) for younger and lower-income students of NBCTs (Goldhaber & Anthony, 2004).

Students of NBCTs Learn More

In a national study of National Board Certified Teachers (NBCTs) and teachers who did not achieve National Board Certification, researchers found that NBCTs outperformed non-NBCTs on 13 dimensions of effective teaching. Students of NBCTs demonstrated a deeper understanding of the content taught than the students of non-NBCTs (Bond, 2002).

Mixed Results

Sanders, MColskey & J. Stronge, Harris & Sass found mixed results. Students of NBCTs performed at the same level of students of non-NBCTs and candidates lost ground during the year of certification. However, students of NBCTs showed gains by race and gender in primary grades and subjects. NBCTs outperformed other teachers in best practices in planning and assignments.

Chicago Principals Rate NBCTs as Extraordinary

In a University of Chicago study, researchers found that most Chicago NBCTs work in high-needs schools and are rated by their principals as demonstrating extraordinary skill in teaching, diagnosing student needs, setting high standards, and helping colleagues (Chicago Public Education Fund, 2004).

NBCTs Assume Leadership Roles

Illinois NBCTs have assumed leadership roles in Illinois schools as shown in results of three surveys. NBPTS (1999) reported over 95% of NBCTs nationally served in leadership roles in their schools. The NBRC at ISU (2005) reported that 80% of Illinois NBCTs served as mentors or professional development providers. NBPTS (2007) surveyed Illinois NBCTs to find that over 70% served in leadership roles in their schools or districts.

NBC Process as Effective Professional Development

Collaborative groups of NBC candidates go beyond the “workshop approach” and spend 300 to 400 hours to analyze videos of their teaching, student work, lesson planning, assessments, other artifacts, parent partnerships, and professional development experiences to identify how their teaching decisions impact student learning. NBCTs in Illinois say that the National Board Certification process was the best professional development they ever had.

NBCT Leadership in Urban Schools

In conjunction with The Chicago Public Education Fund and NBPTS, Berry and King (March 2005) profiled NBCT initiatives in four urban centers—Chicago, IL; Charlotte-Mecklenburg, NC; Los Angeles, CA; Miami-Dade County, FL—to outline several strategies for bringing NBCTs and other accomplished teachers into the schools that need them most. According to the participating NBCTs, the following conditions must be in place for them to effectively lead school improvement initiatives in low-performing schools:

- Principal leadership must be good—NBCTs do not want to work for ineffective principals.
- Administrators must understand the NBC process and the potential benefits of working with NBCT leaders to improve student achievement.
- NBCTs need access to leadership training.
- NBCTs and other accomplished teachers want to work with “kindred spirits” and have time to collaborate.
- NBCTs need access to instructional resources that support their use of best practices.

- Accomplished teachers and all building staff need ongoing training to build a collaborative learning community.

NBCTs’ Leadership in Rural Schools

Berry, Johnson, and Montgomery (February 2005) conducted a case study of how a rural school in North Carolina, with 60% of students living in poverty, tapped the talent of its nine NBCTs out of 25 teachers to transform teaching and learning. Within five years, the school moved from 56% of students at or above grade level to 83% of students at or above grade level. “As a result of their own certification experience, NBCTs can speak convincingly about the value of conducting regular classroom assessments and engaging in personal reflection; inviting ‘critical friends’ to observe in classrooms and offer constructive criticism; and using self-improvement strategies such as analyzing videotaped lessons, sampling student work, and reading and critiquing professional literature. In addition, NBCTs try out and model new instructional strategies.” These rural teachers and administrators understand how to use the NBPTS process and NBCTs to improve student achievement throughout the school.

Epp (2007) surveyed Illinois NBCTs about the conditions in their current schools and factors influencing the likelihood they would consider teaching in one of the state’s hard-to-staff schools. Epp found “Overall, they desire to work in settings where the conditions enable them to be successful. Epp also found that “Illinois NBCTs are committed to their profession with 90% planning to remain in their field and nearly 60% in their current school. Nearly one-third of participants would consider teaching in another school if it was a better opportunity.”

Effective Professional Development

Collaborative groups of teachers in a school go beyond the “workshop approach” to their own learning. Linda Darling-Hammond stated, “We’re way behind other countries that are high-achieving in terms of the time and intensive opportunity for deep learning they provide. We still see teachers engage in really short one-and two-day workshops rather than ongoing, sustained support that we now have evidence changes practices and increases student achievement.” (ASCD Smartbrief 2009). In 2005 and 2007 surveys of Illinois NBCTs, they claimed that the National Board process was the best professional development they had received.

How to Organize Support

The National Board Resource Center at Illinois State University Directors identified areas of consideration for program development from school leaders as they planned their *Take One!* support programs. Below are questions to support school leaders as they design and plan to support teachers through *Take One!* The NBRC at Illinois State University website offers a more in-depth self-evaluation inventory for school leaders.

1. Recruitment or Selection of Teacher Participants
 - a. What percentage of teachers will participate?
 - b. Will only classroom teachers participate in the certificate area reflecting the gaps in student learning (reading, math, etc.)?
 - c. Will certain grade levels or departments participate?
2. Personnel Roles and Responsibilities
 - a. Site Coordinator. Will the principal or teacher leaders serve as the site coordinator to arrange funding, schedules, meeting space, and equipment access? Organize NBPTS registration, make application fee payments, recruit participants, identify school and district benefits and support, and provide ongoing support?
 - b. NBCT session facilitator, NBCT mentor, NBCT readers. Which NBCTs are willing and available? Will NBCTs assume multiple roles or will multiple NBCTs assume different roles? How often with what size of groups will the NBCTs work with the participants? Will they work face-to-face or electronically? How often and how many times will they meet?
 - c. Support for NBCTs. Will NBCTs have access to training for their role? Will the training be online or face-to face? Which NBCTs are available to train NBCTs in these roles?
3. Content of Support
 - a. Will the participant support be outlined using the 12 sessions in the NBPTS Implementation Handbook and the Participant Handbook?
 - b. Will additional sessions be included to integrate ongoing school improvement activities into the *Take One!* experience?
4. Schedules

Each district and school has traditions and policies about how to use teacher and school time.

 - a. Will teachers be able to meet with NBCTs during current grade level and department professional development allocated time?
 - b. Will school and district institute hours or days be allocated for *Take One!*
 - c. Will teachers meet outside of the school day?
 - d. How many sessions for the facilitated sessions?
5. Budget
 - a. Will the school or district pay the teachers for hours spent in the sessions and what is the district rate? Will the NBCT facilitator, mentors, and readers be paid and what is the district rate? What will be the ration of NBCTs to participants? Will the NBCTs be paid mileage if they are from another district?
 - b. Will the school, district, or teacher pay the \$395 *Take One!* application fee to NBPTS.
 - c. Will the school or district pay purchase any of the following: laptops, video cameras, tripods, microphones, flash drives, paper, copying,
 - d. Will the school, district, or teacher pay for university credit?
6. Funding Sources
 - a. RESPROS Funds (Regional System of Support Providers)
 - b. Title I, Improving the Academic Achievement of the Disadvantaged, U.S. Elementary and Secondary Education Act
 - c. Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals, U.S. Elementary and Secondary Education Act
7. Benefits to the Participants
 - a. How will you communicate to teachers that the *Take One!* professional development process will help them to improve teaching? How will you explain that they will use the *Take One!* program as a lever to deeply analyze and reflect, connect all school SIP activities and all aspects of teaching, engage in a professional learning community, and focus on student learning?
 - b. What type of support will be available to the participants? Will they have access to facilitated sessions, mentors, or readers?
 - c. Will participants be paid for attending sessions? Will they receive CPDUs or university credit? Will the school or district pay for the application fee?

Narratives from Illinois Schools

In recent years, support was given to individual teachers within Illinois districts: East St. Louis CUSD #189, Urbana CUSD #116, Aurora West CUSD #129, Coal City CUSD #1, Bolingbrook High School in Valley View CUSD #365U and the Regional Office of Education #41 in Madison County. In 2009-2011, four Illinois schools supported teachers through the *Take One!* process as school wide professional development to improve student learning. Each of these schools did not make AYP, were on an Illinois list for low performance, and participated in a grant program through NBPTS called The High Needs Initiative (THNI). Each of the four Illinois participating schools embedded the *Take One!* process into their school and district contexts, policies, and funding available for professional development experiences. The following scenarios narrate how each school arranged and paid for the school wide *Take One!* support system.

Heritage Elementary School in Elgin CUSD U-46

Heritage Elementary School, located in Streamwood, IL engaged 100% of the 21 teachers and the principal in participating in *Take One!* Two NBCT leaders, Maryellen Friel and Laura Newmeyer and principal Jennifer Bond-Stoever helped teachers to focus on refining all of their assessments and planning protocols to analyze classroom and school data and seamlessly move it into the classroom decision making flow.

The Take One! process systematically ensured that the conversation always started with 'show me the data'...This data dialogue also needed to be orchestrated in such a way as to support state standards and assessments, RTI model of curriculum implementation, and our own instructional framework. We now have the common tools, language and goals to help us more systematically meet our students' needs.

Principal Jennifer Bond-Stoever&NBCT Maryellen Friel

The Heritage Elementary School principal and two NBCTs worked with the 21 teachers in Spring 2009 to make the commitment to the *Take One!* Literacy, Reading, Language Arts certificate and design the system to begin in August. The principal also borrowed a classroom and completed the process. The NBCTs facilitated 18 sessions after school with one day allocated for support in writing. The two NBCTs also served as mentors for small groups and individuals and read entries for the 21 participating teachers. Time was also used during grade level meetings and district institute days. Since RTI, SIP, and district professional activities were aligned within the process, all time for professional growth was linked to work for *Take*

One! The NBCT facilitators and teachers used the NBPTS *TAKE One! Participant Handbook*, the *Implementation Guide* for the facilitator, and website resources from the NBRC at Illinois State University. Participants learned to align their thinking through the NBPTS framework of the aspects of teaching titled "The Architecture of Accomplished Teaching."

The principal served as the Site Coordinator to arrange schedules, funding and budgets, university credit, and equipment access. The school accessed RESPRO, Title I, and THNI funds for the budget for this program. The school purchased video cameras, tripods, microphones, flash drives, highlighters, copy paper, and motivational gifts. The school budget allocated funding to allow teachers to print NBPTS materials and drafts, and pay the NBPTS partial application fee of \$100. The High Needs Initiative (THNI) grant from NBPTS for at risk schools paid the mentors and waived \$295 of the total \$395 NBPTS application fee. The principal and NBCTs arranged for participating teachers to choose to pay the tuition and to receive Aurora University credit for completing the *Take One!* portfolio entry.

Gard Elementary School in Beardstown CUSD #15

I see the cohort continuously questioning what they do as they focus on all students' involvement in learning.

The principal and teachers At Gard Elementary School were working on School Improvement Plan to improve student achievement with a focus on reading. Since no NBCT was on staff, principal Cheryl Summer met with the co-director of the NBRC at Illinois State University for preliminary planning. They met with Superintendent Reggie Clinton in late October to design a program to support teachers to complete the *Take One!* process to link school programs, assessments and curriculum to improve student achievement throughout the school. The 13 teachers and principal attended 12 sessions after school twice a month from November to April. As did Heritage school leaders, the NBCT facilitator used the NBPTS materials and NBRC at Illinois State University website to include curriculum that enabled participants to think and show evidence of the aspects of the Architecture of Accomplished Teaching. Two NBCTs from other districts met at the school with individual and small groups of teachers as mentors to view videotapes, written commentaries, and guide participants to the NBPTS materials to make decisions about effective teaching strategies and assessments based on analyzing what they knew about student progress. Each participant was linked with an NBCT in their certificate area to read and respond to their written commentary through email and phone calls.

As at Heritage Elementary School, the principal served as the Site Coordinator to arrange schedules, funding and budgets, process CPDUs and equipment access. The school partnered with and submitted a budget to the Regional Office of Education for RESPROS funds to pay for the NBCT readers, printing, paper, FLIP video cameras, flash drives, tripods, and microphones. The RESPROS funds also paid for teacher time after school to attend the 12 sessions as outlined in the district contract. Title II funds were used to pay the \$100 partial NBPTS application fee. An NBPTS THNI grant waived the \$295 application fee amount and paid the school \$100 per participant to pay the NBCT mentors. The NBCT facilitator volunteered time to facilitate the sessions. The principal arranged with the Regional Office of Education for teachers to receive CPDUs and it is anticipated that interested teachers will pay for the tuition to receive three hours of George Mason University credit for completing a scorable entry which will be honored by the district for the salary schedule. This credit is available to all *Take One!* participants nationally at a cost of less than \$300.

Jose de Diego Community Academy in Chicago Public Schools (CPS)

As a principal, I am looking forward to having teachers collaborate and reflect on their teaching using the highest of standards for themselves and their students. I am looking forward to a culture where the staff works together with a common language, common standards, and common goals to “Be the best that they can be” (School motto).

Chicago Public Schools Jose de Diego Community Academy Principal Alice Vera

In fall 2010, Chicago Public Schools Chief Area Officer Craig Benes surveyed principals to find schools interested in participating in the *Take One!* program. Principal Alice Vera responded that 82% of the 42 teachers at Jose de Diego Community Academy were committed to completing the NBPTS program. Beginning in January, one NBCT at the school worked with six other NBCTs to facilitate 11 after school sessions, mentor candidates, and serve as readers. Each of the seven NBCTs set schedules based on the type of certificate and availability of the teachers and mentor after school. NBCT Deborah Glowacki, director of the CPS National Board Resource Center arranged for two trainings for the principal and NBCT mentors: 1) Facilitating adults with NBPTS materials and 2) Analyzing data to make effective teaching decisions. The NBCTs also adapted the NBPTS materials to plan and support participants.

The principal served as the Site Coordinator to work with the Chief Area Officer (CAO) to manage budgets, schedules, and equipment access. The CAO provided stipends to the NBCT mentors and paid the \$100 application fees. The NBPTS THNI grant waived \$295 of the \$395. The school had video cameras, tripods and microphones since they had been videotaping in previous professional development activities. School funds were used for participants to print NBPTS materials and drafts of their writing. Technology personnel supported teachers in developing their DVDs for submission.

Richmond Elementary School in St. Charles #303

The NBCT’s were great. Their influence on the participants was positive and very beneficial. One of them, who teaches at Richmond, was instrumental to facilitate the process and provide support to the participants. One of the biggest benefits that I observed throughout the Take One! process was reflection. Participants did truly discuss and make suggestions about their instructional practices as they watched their videos. They became more reflective. Collaboration between participants and NBCT’s and among participants was evident during the process.

(St. Charles CUSD #303 Richmond Elementary School Principal Guillermo Heredia, 2011)

Principal Guillermo Heredia, NBCT Denise Hobbs at Richmond Elementary School, and five NBCTs from other schools in the district planned in spring 2009 to begin to support 100% of the 24 teachers through the *Take One!* process in August. The principal also borrowed a classroom and submitted a completed portfolio with the participants. The six NBCTs facilitated 14 bi-monthly after school sessions using the NBPTS Implementation Guide and materials from the NBRC at Illinois State University website. The curriculum was designed to support the teachers to think through the NBPTS framework, the Architecture of Accomplished Teaching. The four NBCTs also worked individually and with small groups as well as read drafts for the participants. Teachers met with NBCTs during collaborative team time and volunteered to forego planning time each week

The principal served as the Site Coordinator to partner with the district, manage budgets and coordinate schedules with the NBCTs. District and Title I funds purchased 13 laptop computers, video cameras, tripods, and microphones, paid for printing materials and drafts, and paid the \$100 NBPTS application fees, flash drives, disks, binders, highlighters, and office supplies. The NBPTS THNI grant waived the \$295 fee and paid the mentors.

Resources

Resources are available for principals and teacher leaders who want to improve their school through the *Take One!* process of school wide professional development.

The NBPTS Website www.nbpts.org

The NBPTS website hosts information, recruiting and awareness building videos, and the application site. Visit the NBPTS website for more information about the following:

- Why a school should participate.
- How other schools used *Take One!* to help their schools succeed.
- The logistics of how to become a *Take One!* participant or school.
- A video with clips of teachers and administrators talking about the effectiveness of *Take One!*
- List of the pre-selected video portfolio entries.
- Graduate credits from George Mason University.

NBPTS Materials www.nbpts.org

- Once a teacher registers for the *Take One!* process, NBPTS mails the participant a box with materials including the Participant Handbook. This document helps to guide the participant to use the NBPTS instructions, standards, and rubrics as they complete the portfolio entry. NBCT support providers may also access the NBPTS Implementation Handbook which includes information about how to develop a program and facilitator notes for the NBCT to conduct twelve sessions to support participants.
- The NBPTS website also enables anyone to download the standards, portfolio directions and rubrics for each certificate.

National Board Resource Center at Illinois State University Website www.nbrc.illinoisstate.edu

The National Board Resource Center at Illinois State University website hosts links to NBPTS resources and information to support Illinois schools and districts to develop and implement a program of support using *Take One!* school wide.

- Readiness Inventory. This document helps administrators and teacher leaders to self-evaluate the school site's readiness for school wide *Take One!* professional development under the categories of principal/administration, teachers, and school

culture/structures. This activity will help school leaders as they design the support system.

- Logistics Questions and Organizer. This document includes multiple questions about participant support, NBCT support providers, content of support, budgets, and funding sources.
- Budget work sheet. This editable EXCEL worksheet allows users to input data to determine budgets that includes: number of participants, number of sessions, cost for teacher time, cost for facilitator, number of readers, cost of readers, number of mentors, cost of mentors, application fee, equipment costs, materials costs, total costs, funding source, and cost to district.
- Fact and Benefit Flyer. This document includes information to share with teachers at recruitment meetings that explains what teachers need to do for *Take One!*, the benefits for participating in *Take One!*, support for participants and procedures on what to do to participate in the school program.
- *Take One!* PowerPoint Presentation. This document is a PowerPoint awareness presentation that shares information about the process. Additional information may be added unique to the school benefits and support.
- Administrator Calendar and Strategies. These documents list specific actions identified by administrators for principals to support participants.
- THNI grant opportunity. This document outlines the requirements for Illinois schools to qualify for the NBPT THNI grants for schools participating in the school wide *Take One!* program. Also included are the benefits of the grant.

Summary

The current environment in schools and classrooms focuses on test scores, mandates, school designations, and school improvement planning. District and school leaders are seeking professional development opportunities to support teachers to align all these influences as they make effective teaching decisions to improve student learning. The *Take One!* process teaches them how to connect their knowledge of students to setting goals, selecting appropriate instruction, evaluating student learning and, most importantly, analyzing and reflecting on the effectiveness of their teaching decisions on impacting student learning. The *Take One!* process enables principals and teachers to tie their actions and knowledge to evaluation for ongoing necessary efficacy.