

# **Welcome to Jumpstart For Maintenance of Certification**

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# NBCT - Maintenance of Certification

## Illinois NBPTS Comprehensive Support System

*Zoom Presentation*

*Wednesday, September 13th, 2023*

*Michelle Poelsterl, NBCT  
mpoelsterl0516@gmail.com  
National Board Resource Center at  
ISU*

*©NBRC at Illinois State University*

- Welcome
- Sign In (Before the end of the meeting)

Why do you want to maintain your National Board Certificate?  
(Share in the chat)

# Agenda Outline

- **Getting to Know the Profile for Professional Growth (PPG)**
  - **Explore**
    - **Component 1**
    - **Component 2**

## Why Maintain your Certification?

*Continue your journey with Maintenance of Certification*

1

Celebrate your growth through a reflection process designed by teachers, for teachers

2

Reflect on your impact on student learning

3

Maintain your NBCT title



A meaningful professional process developed by teachers, for teachers

Get started today  
[nbpts.org](http://nbpts.org)

NATIONAL BOARD  
*for Professional Teaching Standards®*

4

Continue salary stipends you receive as an NBCT (check local requirements)

5

Maintain your state licensure (check local requirements)

6

Open leadership opportunities

# Maintenance vs Certification

## Maintenance of Certification

- Interrelated Components
- Evaluated Holistically
- Less Pages
- Rigorous and Demanding
- Renewed/Not Renewed and Recommendations
- Provide Evidence

## Initial Certification

- Independent Entries
- Evaluated Separately
- More Pages
- Rigorous and Demanding
- Scores and Limited Feedback
- Provide Evidence



# Maintaining your Certification

The National Board made changes to provide flexibility for successfully completing your portfolio submissions for Maintenance of Certification during the COVID-19 pandemic. Learn more on our Pursuing National Board Certification during [COVID-19 page](#). Create a National Board account to learn the latest National Board candidate news.

The National Board's Maintenance of Certification (MOC) process is designed based on best assessment practices and by teachers to ensure that National Board Certified Teachers continue to grow professionally while maintaining a strong impact on student learning.

# NBPTS Frameworks

See pg 2 first paragraph of  
direction booklet

- Show evidence of how you use these frameworks to make teaching decisions.—

» The 5 Core Propositions

» The Architecture of Teaching

» Standards



5 Core Propositions	Essential Framework Items	Possible Prompts for Articulating Teaching Practice
<p><b>1. Teachers are committed to students and their learning.</b></p> <ul style="list-style-type: none"> <li>Teachers recognize individual differences in their students and adjust their practice accordingly.</li> <li>Teachers have an understanding of how students develop and learn.</li> <li>Teachers treat students equitably.</li> <li>Teachers' missions extend beyond developing the cognitive capacity of their students.</li> </ul>	<p><b>1b</b></p>	<ul style="list-style-type: none"> <li>Describe your students from a strength-based perspective.</li> <li>Describe the range of abilities represented in this class.</li> <li>Tell about your greatest challenges with your students and the strategies you are using to meet those challenges.</li> <li>How does what you know about how students of this age grow and develop socially, emotionally and academically influence your planning and /or instructional decisions?</li> <li>How have you used the data from multiple measures to learn about your students and inform your decision making?</li> <li>How do you learn about your students' cultural, ethnic and/or linguistic backgrounds?</li> </ul>
<p><b>2. Teachers know the subjects they teach and how to teach those subjects to students.</b></p> <ul style="list-style-type: none"> <li>Teachers appreciate how knowledge in their subjects is created, organized, and linked to other disciplines.</li> <li>Teachers command specialized knowledge of how to convey a subject to students.</li> <li>Teachers generate multiple pathways to knowledge.</li> </ul>	<p><b>1a, 1b 1c, 1d 2a 3a, 3b 3c</b></p>	<ul style="list-style-type: none"> <li>What are the foundational skills needed for this lesson? How do you know these students are ready for this lesson?</li> <li>What do you expect students to learn as a result of this lesson or lesson series?</li> <li>What alternatives are available for students who need extra support and time to meet the instructional goals and /or for those who may have already mastered the instructional goals?</li> <li>How do you encourage students to communicate their knowledge in this content area?</li> <li>In your planning, how do you determine groups of students who work cooperatively?</li> <li>How do you ensure fairness, equity and access for all students in this lesson or lesson series?</li> <li>How have you included important shifts in the Common Core Standards to ensure rigor in this lesson or lesson series?</li> <li>How do you ensure that all students are respected as they offer solutions to problems?</li> <li>What classroom strategies do you use for lessons that are rigorous, relevant and related to real life?</li> <li>What resources do you use most often when you plan instruction?</li> </ul>
<p><b>3. Teachers are responsible for managing and monitoring student learning.</b></p> <ul style="list-style-type: none"> <li>Teachers call on multiple methods to meet their goals.</li> <li>Teachers orchestrate learning in group settings.</li> <li>Teachers place a premium on student engagement.</li> <li>Teachers regularly assess student progress.</li> <li>Teachers are mindful of their principal objectives.</li> </ul>	<p><b>1b, 1d 1f 2a, 2b 2c, 2d 3a, 3b 3c, 3d 3e 4b</b></p>	<ul style="list-style-type: none"> <li>How do you use multiple forms of assessment including diagnostic, formative and summative to plan instruction and inform your work?</li> <li>Explain how you clarify expectations for students by using: Exemplary student work, Rubrics, Explicit directions, Modeling and / or Student repetition of details.</li> <li>How do you provide students with timely feedback on their learning and give them opportunities for improvement?</li> <li>What would you expect to hear your students say or do that would be evidence that they have met the instructional goals for this lesson or lesson series?</li> <li>In what ways do you encourage students to be active participants in their own learning?</li> <li>Describe your behavior management plan for your classroom. Tell how you ensure fairness, equity and access to all students through your classroom community &amp; rules.</li> <li>Describe the system you use for managing the daily information you collect about your students' instruction and needs.</li> <li>How is individual progress shared and/or celebrated with students?</li> </ul>
<p><b>4. Teachers think systematically about their practice and learn from experience.</b></p> <ul style="list-style-type: none"> <li>Teachers are continually making difficult choices that test their judgment.</li> <li>Teachers seek the advice of others and draw on education research and scholarship to improve their practice.</li> </ul>	<p><b>3e 4a, 4b 4d, 4e 4f</b></p>	<ul style="list-style-type: none"> <li>How do you work cooperatively with other teachers to be sure that your instruction is aligned with students' previous knowledge so that they can make connections for deeper understanding?</li> <li>How do you routinely reflect on your teaching practice?</li> <li>What professional development contributed to the strategies you used during the lesson?</li> <li>In retrospect, what would you do differently in this lesson or lesson series?</li> <li>How do you share your effective practices with your peers?</li> </ul>
<p><b>5. Teachers are members of learning communities.</b></p> <ul style="list-style-type: none"> <li>Teachers contribute to school effectiveness by collaborating with other professionals.</li> <li>Teachers work collaboratively with parents.</li> <li>Teachers take advantage of community resources.</li> </ul>	<p><b>4a, 4c 4d, 4e 4f</b></p>	<ul style="list-style-type: none"> <li>How do you see your role in your school as a professional learning community?</li> <li>How do you collaborate with teachers in your building and district?</li> <li>What opportunities do you have to share classroom research and successes with your colleagues?</li> <li>Describe your personal goals for professional growth.</li> <li>How do you communicate and work cooperatively with parents, counselors and others in the community and beyond to address your students' needs?</li> </ul>

Using the AAT when a member of a cohort or PLC: 4a,4d,4e,4f

## Enhanced Architecture of Accomplished Teaching

### START HERE:

#### •ASSESSMENT OF STUDENTS

- Who are they?
- Where are they now?
- What do they need and when do they need it?
- Where should I begin?

Domain 1 – Planning & Preparation  
 1b – Knowledge of students  
 1f – Designing Student Assessment

Set new high and worthwhile goals that are appropriate for these students at this time.

Domain 1 – Planning & Preparation  
 1a,1b,1c,1d,1e

Reflect on student learning, the effectiveness of instructional design, particular concerns and issues.

Domain 4  
 4a Reflecting on Teaching

Provide timely, meaningful feedback to students about their level of accomplishment of the targeted goals.

Domain 3 – Instruction  
 3a, 3b, 3c, 3d,3e

Evaluate student learning in light of the goals and the instruction.

Domain 1 – Planning & Preparation- 1d  
 Domain 3 – Instruction – 3d

Domain 1 – Planning & Preparation  
 1a,1b,1c,1d,1e

Set high, worthwhile goals appropriate for these students, at this time, in this setting.

Implement instruction designed to attain these goals.

Domain 2 – Classroom Environment - 2a, 2b,2c,2d  
 Domain 3 – Instruction – 3a, 3b,3d,3e

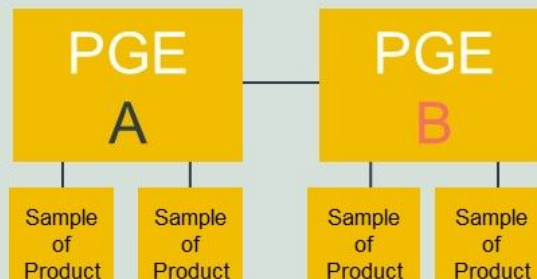
## Maintenance of Certification at a Glance



An overview of what is required

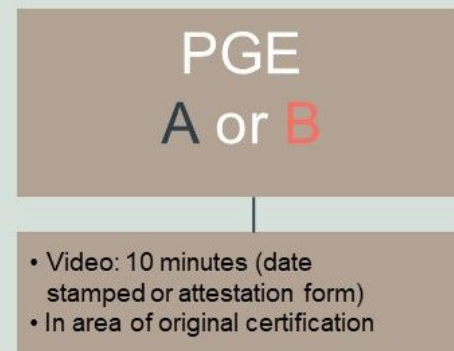
### Component 1

Total 8 pages Written Commentary  
and 4 pages Samples of Products



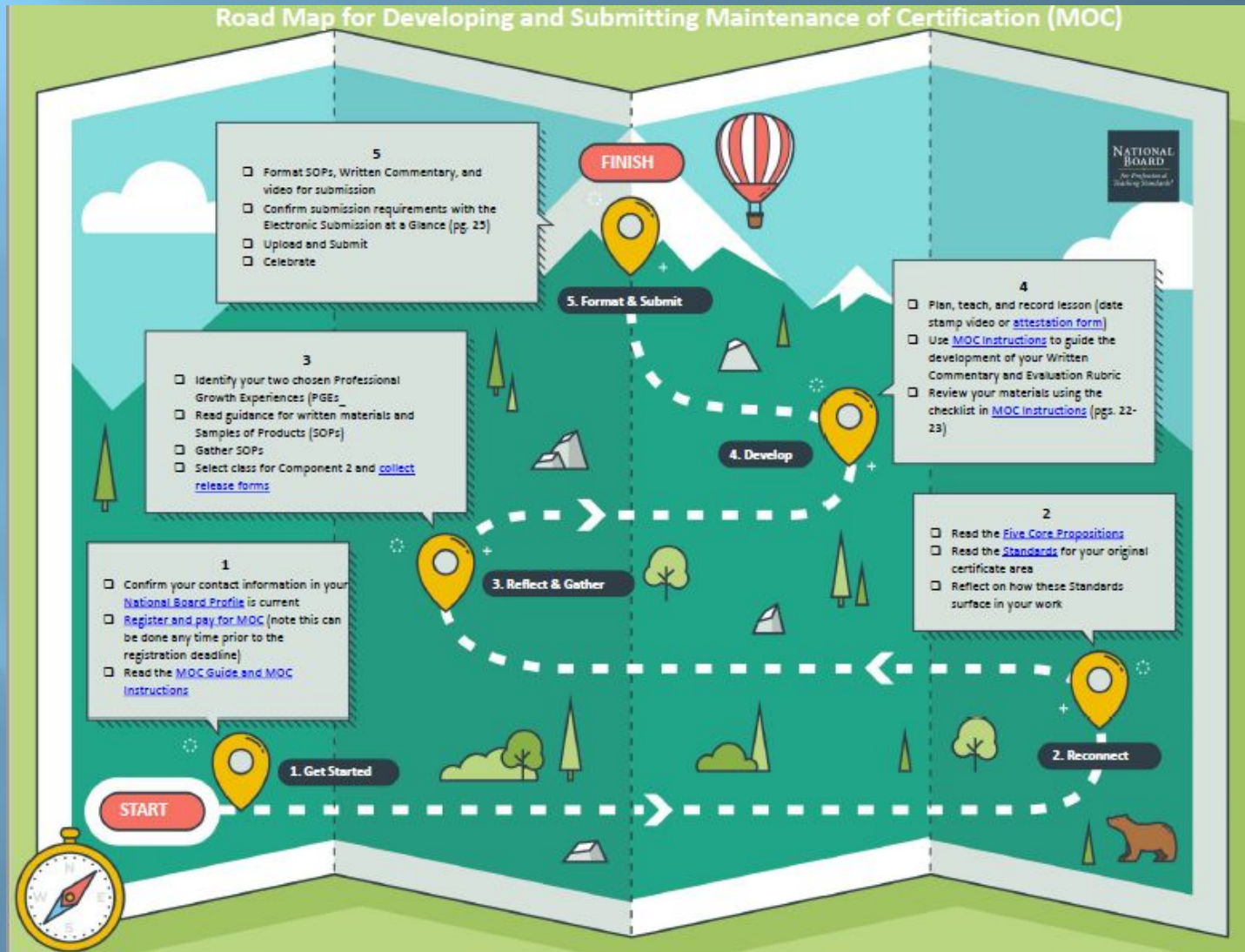
### Component 2

Total 5 pages Written Commentary  
and Video Submission



**PGE: Professional Growth Experience**

## Road Map for Developing and Submitting Maintenance of Certification (MOC)



# How will I be evaluated?

See pg 14 of direction booklet

Overall, your MOC submission must demonstrate that your professional growth continues to align with the Five Core Propositions, the **current** National Board Standards for your area of certification, and the Architecture of Accomplished Teaching. This is the rubric currently being pilot tested. Consult the final instructions published in September 2020 for the rubric that assessors will use to evaluate your MOC submission.

The MOC submission provides sufficient evidence that the candidate

- \*Identifies and addresses significant needs of students, communities supporting students, and/or the candidate;
- \*Acquires and/or deepens certificate-specific content knowledge and/or pedagogical practice and/or knowledge;
- \*Effectively integrates appropriate technology to directly and/or indirectly impact student learning;
- \*Involves others in Professional Growth Experiences;
- \*Practices National Board Standards-based, relevant, and meaningful instruction in the candidate's certificate area;
- \*Ensures fairness and equity of access and promotes appreciation of diversity in the candidate's instructional practice;
- \*Has a meaningful, positive, direct and/or indirect impact on student learning;
- \*Has ongoing and varied professional experiences; and
- \*Uses reflection to analyze the connections and patterns in his or her continuing professional growth.

# What's a PGE?

\*A Professional Growth Experience (PGE) refers to an activity in which you have **learned something new that has influence within or beyond the classroom and has a direct or indirect impact on student learning.** The PGE may be something that began before certification, but must have continued to **evolve significantly after certification.**

# Component 1 Is...

See pgs 16 - 19 in direction booklet

## Multifaceted PGEs show evidence of

- Certificate-specific Content Knowledge
- Professional Development
- Current Trends in the Field
- Issues of Equity and Diversity
- Variety
- Ongoing and Evolving Growth

# Getting to Know Component 1

**In Component 1 you will**

- \*Identify two PGEs.
- \*Develop a Written Commentary in response to prompts.
- \*Collect evidence that supports your PGEs
- \*Written Commentary that demonstrates positive impact on student learning.



## For each PGE Written Commentary, a candidate is required to answer these **five Prompts.**

Pg 17

1. Provide a **context** of the professional situation that indicates what **need(s)** of students, the professional community, parents/guardians, and/or yourself you are addressing with each PGE.
2. Describe each PGE and how each of your PGEs demonstrates a **response to the identified need(s).**
3. In the context of each of your PGEs, explain how you have **acquired and deepened your certificate area-specific content knowledge** and/or your **pedagogical knowledge and skills** to remain current, including use of research and/or use of other professional activities.
4. Analyze ways in which each of your PGEs and related activities **positively impacted student learning** whether directly or indirectly.
5. Reflect on each of the PGEs presented, and on **changes, additions, and/or next steps** that would enhance your professional growth in the future.

# Respond to the following prompts for one or both of your PGE's

See pg 17 in direction booklet

6. Describe how you have effectively integrated **technology** in your practice.
7. Explain how you have ensured **fairness and equity** of access, and promoted appreciation of **diversity** among the students and the learning community.
8. Explain how your **interaction** with colleagues, other professional groups, parents, and/or community members has enhanced your professional growth.
9. In the broader context of your PGEs and your practice, analyze **patterns or themes** that have emerged that define you as an educator, as you reflect on your professional growth since certification.

# Brainstorm 2 PGE's

- Brainstorm activities individually.
- Check in with colleagues for things you may have missed
- Check in with administration for things you may have missed
- List and/or organize activities for PGEs.
- Think District focused, Building focused, PLC focused and Individual

# Component 2 Requirements

- **Video recording** (no more than 10 minutes)
  - Can be segmented into no more than three sections
  - No editing within sections
- **Written commentary** ( No more than 5 pages)

# Component 2 - Prompts

1. How has your **learning or professional growth**, as described in the PGE, been applied in this lesson?
2. For the featured lesson, what were your **goals**, and how did they fit into the **broader context of learning** for these students?
3. Why is **this instruction important** for these students at this particular point in time?
4. How did you ensure **fairness and equity** of access, and promote appreciation of **diversity** among the students?
5. How does the video recording **reflect your certificate-specific content knowledge**?
6. Explain **the impact** of your teaching **on student learning**. Cite specific examples from the video recording and identify what they illustrate.
7. Reflecting on the activity presented in the video, discuss any **changes and/or additions that would have enhanced student learning**.
8. Reflecting on the activity presented in the video, discuss any **changes, additions, and/or next steps that would enhance your professional growth** in the future.

# Component 2

## Making Good Choices

1. Review the PGEs and select a lesson that shows the application of one of the PGEs.
2. Identify how that application demonstrates evidence of
  - Student learning
  - Equity of access
  - Appreciation of diversity
  - Certificate-specific content knowledge

# NBCT Insight

- What did you wish you knew at the beginning that you learned as you completed the PPG?
  - » Helpful Hints
  - » Insights
  - » Misunderstandings
  - » Logistical Issues

## Key Maintenance of Certification Numbers

*Continue your journey with the Maintenance of Certification*



**A meaningful professional process developed by teachers, for teachers**

**\$570**

It is more affordable than initial certification. MOC costs a total of **\$570** (\$495 plus a \$75 registration fee).

**96%**

It's achievable, **96%** of NBCTs succeeded on Renewal. We anticipate similar success rates on MOC.

**40-60**

It is quick and straightforward. MOC takes between **40-60 hours to complete** and includes just 2 Components.



# What's Next?

- Go to the NBRC website (<https://nbrc.illinoisstate.edu/>) and apply for the state subsidy. Once you are deemed eligible, to be approved for the subsidy, you must complete registration with NBPTS.
- Go to your NB account and select **MOC** (make sure it shows submitted status)

# Applying for the State Subsidy

The screenshot shows a web browser window displaying the National Board Resource Center website. The browser's address bar shows the URL <https://nbrc.illinoisstate.edu>. The website header includes the Illinois State University logo and the text "Illinois State University". A navigation menu contains links for "About", "Candidates", "NBCTs", "Professional Development", "Resources", and "Staff". The main content area features a large group photo of people under a stone archway. To the right of the photo is a red sidebar titled "Applications" with the following menu items: "First Time Candidate", "Maintenance of Certification/Renewal", "Retake Candidate", "NBCT Intent to Mentor", and "Illinois NBCT \$3K Incentive". A white arrow points to the "Maintenance of Certification/Renewal" option. The Windows taskbar at the bottom shows the search bar, system tray icons, and the date/time "10:15 PM 8/30/2021".

On the NBRC website click on Maintenance of certificate and follow the direction given.

# Illinois Resources

## –NBRC at ISU website

Renewal Information, Working Agendas, and  
Handouts for Services

\* <http://nbrc.illinoisstate.edu/>

## -NBRC MOC Facilitators:

### -Virtual Renewal Facilitators

-Tuesday – 6:00 pm Mindy Waters

-Wednesday- 6:30 pm Maryellyn Friel

-Thursday – 7:00 pm Michelle Poelsterl

-**Chat online** – 1 – 2 nights a month (October – May)

-**Reads for MOC Candidates**

## –ISBE website

State Information

<http://www.isbe.net/profprep/nbpts.htm>

### –NBCT Link--[www.nbctlink.org](http://www.nbctlink.org)

- Interactive, online learning community designed for National Board Certified Teachers (NBCTs).

### –My Profile—NBPTS website under “candidates” tab

Update your profile on both the NBPTS website and the NBRC website

- Apply and pay for renewal registration. (\$75)
- Change your username and password.