Getting to Know Component 3

This podcast gives you the opportunity to review the directions for Component 3 and begin to identify what you will select to submit to connect to one PGE, respond to the prompts, and meet the requirements. Again you will use the NBPTS documents to guide you to make decisions—the Profile of Professional Growth, evaluation rubric and 8 Aspects, and the standards.

Review Component 3 directions to identify specific requirements on pages 23-25 under the same headings in Component 2—Rationale, Requirements, Specific Prompts, Understanding the Requirements for This Component, and Considerations for Thoughtful Selections.

You will only be able to submit a 4-page written commentary in which you respond to the prompt questions. You will again select one PGE from Component 1 and connect it to this Component 3. The PGE must be different from the PGE selected for connecting to Component 2.

This Component 3 allows for several options of what you may submit to show evidence of meeting the evaluation rubric and 8 Aspects. Some NBCTs have been concerned that there are so many options. You may submit a videotape OR you may submit learner work samples from either students OR adults. These options enable NBCTs choices not available in the initial certification process. Be sure to reread the entire Rationale on p. 23 carefully to understand the focus of this Component 3. Because it is so important, I will read it here:

“Teachers have a professional obligation to be lifelong learners of their craft—seeking to expand their repertoire, deepen their knowledge and skill, and become more skillful in rendering judgments—to have further impact on student learning. NBCTs consistently respond to the diversity of students in a fair and equitable manner, using knowledge of their students to create a positive learning environment. NBCTs are inventive in their teaching and, recognizing the need to seek new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and benefit their students.”

You have multiple options to show evidence of how you meet each of the key concepts in this rationale and the evaluation rubric and 8 Aspects.

The Considerations for Thoughtful Selections suggest that you review the Evaluation Criteria to determine how you may show evidence in this Component 3 that may not have been shown in Component 2. You may also identify how you may build on what you showed in Component 2. You should show a “comprehensive picture of your professional growth” and this Component 3 should be an “application of a PGE that strengthens the body of evidence that you submit.”

The directions for Component 3 on page 23 show that you may submit a video or learner work.

The directions explain that the video should be 6 minutes with no editing and does not need to be date stamped. You may be teaching pre-K-12 students, colleagues, or parents.

Learner work may include 8 representative pages of learner work samples from pre-K-12 students, colleagues, or parents. No preference is given to any option. This gives you many options for what you may select.
Let’s look deeper at the prompt questions to guide you to select what you may submit. Just as in Component 2, you will respond to question one to tell your goals for the featured lesson and how they fit into the broader context of the instruction for these learners. You will also tell why this instruction is important for these learners at this particular point in time. Question 2 again asks you to make the connection to one of the PGEs in Component 1. This PGE must be different than the PGE connected to Component 2. Question 3 asks you to analyze and explain where in the evolution of the PGE (from Component 1) these activities fit. Finally, question 4 again asks you to show evidence with specific examples from the learner work or videotape of the impact on learning for the student, colleague, or parent. This may be direct or indirect impact on learners.

Again, you may use all sections of the Component 3 instructions on pages 23-25, the evaluation rubric on page 7 and the 8 Aspects, and the standards to make decisions about what you select. You may review particular standards for explanations and examples to clarify your understanding of each of these documents.

Compare the prompt questions to the 8 Aspects. Then you may think about how you may select lessons and videotape in Component 2 and Component 3 to complement the evidence in each one to show evidence of all 8 Aspects and key concepts in the evaluation rubric.

As you move back and forth in exploring and planning the PGEs in Component 1 and connecting one PGE to Component 2 and another PGE to Component 3, you should begin to see how Components are connected.

The next podcast will introduce you to the Reflection so you may understand what is expected in that section.