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Best Practice: National Board Certification

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Best Practice: *National Board Certification*

Best Practice Nominator: Philip A. Reed

Description of Best Practice: Until recently, National Board for Professional Teaching Standards (NBPTS) certification was not available to any area classified under career and technical education (CTE). However, these areas, including technology education, are now open for teachers pursuing National Board certification. The certification process is very long and demanding but there are technology teachers who are certified (Steve Portz) or are seeking certification (Stephen Baird). The mentoring requirement for National Board certification makes this a best practice that can easily be passed on to other classroom teachers. The advantages for a teacher to achieve National Board certification vary from state to state. Many states help pay the certification fee as well as offer annual stipends for teachers that maintain their certification. Additionally, renewal points toward a state teaching license and teaching license reciprocity are two widely used rewards. To learn more about the application process and the benefits for obtaining National Board certification, visit the NBPTS website: <http://www.nbpts.org/index.cfm>.

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Best Practice: *Project-Based Design and Engineering Curriculum*

Best Practice Nominator: Gregory Kane

Description of Best Practice: The objective of this long-term project is to involve advanced technology education students in a true engineering project and not just a mimicking activity. This project-based activity has all students responsible to each other and the success of the project, not just to the teacher. Every student becomes responsible to teach their peers about information they have researched on an as needed basis to allow the project to progress. The teacher truly becomes the facilitator with the students learning and researching appropriate information in their fields of responsibility. The teacher learns along with the students and is not responsible for all the answers but is there to guide the process. Students' research includes web-based searches, telephone inquires, email contacts, and mentors in the field. Every student in the class becomes valuable for their specific abilities. The mechanical and electrical engineers are as important to the project as the fabricators and machinists. Mutual respect develops in a heterogeneous class. Students not only take ownership of the project, but also become responsible for their own education.