

**Proposal Title**

**National Board for Professional Teaching Standards:  
Life Lessons—what isn't being taught.**

*Topic Area*

**Secondary Education**

**Issues related to teaching education/panel discussion**

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## **ABSTRACT**

The purpose of this proposal is to critically explore the philosophical context of the (United States) National Board for Professional Teaching Standards through a co-constructivist lens to examine this concern: teachers can be certified as accomplished without teaching for transferable knowledge. Most will agree that teaching is a complex task. It involves teaching from the heart, which fuels a compassionate connection to students, to colleagues, to community, and to that which is being taught. At its best, teaching intentionally connects learning in school to learning in and about life. For the NBPTS certification, however, teachers need only demonstrate competency in facilitating students learning primarily situated knowledge. In other words, school becomes a place “where students are led from known to unknown” regardless of their understanding and experience of how learning can be transferred to multiple contexts and “multiple paradigms” (Brundrett & Silcox, 2002).

## **References**

- Adolescence and Young Adulthood English Language Arts Standards.2001. *National Board for Professional Teaching Standards. Washington, D.C.: NBPTS.*  
*Available at <http://www.nbpts.org>.*
- Brundrett, Mark & Silcox, Peter. (2002) *Achieving Competence, Success, and Excellence in Teaching.* London: Routledge/Falmer.