Mentoring Handbook

WORLD CLASS TEACHING PROGRAM

THE UNIVERSITY OF MISSISSIPPI

2015 -2016

World Class Teaching Program Information

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Mentoring Meetings

Fall/Six Meetings:
September (1)
October (2)
November (2)
December (1)

Spring/Eight Meetings:
January (1)
February (2)
March (2)
April (2)
May (1).

In order to receive full mentor pay, you must hold the set amount of meetings. If a conflict arises, please reschedule. If you physically go to meet and no one comes, you may document that and count that meeting. Unattended meetings are not expected to be rescheduled.

Hold meetings each month.

Attendance

Use the provided sign in sheet to track candidate attendance at the meetings. You may copy the blank sheet, complete it, scan, and email it to me or create a similar sheet. Please, only submit the **single** time sheet.

The attendance sheet is necessary to be turned in to receive mentor pay and for the obtainment of CEUs.

Phone conversations and emails cannot be documented as a replacement for meetings.

SAMPLE OF A COMPLETED ATTENDACE LOG

2015--- 2016 Sign in Sheet **Mentor:** Tammy Kirkland **Certificate:** MC Gen **Location:** Tupelo

Date → Candidate ↓	9/21	10/6	10/20	11/3	11/17	12/8	1/12	1/26	2/2	2/16	3/8
Mary	✔	✔	✔		✔		✔	✔	✔	✔	✔
Carol	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Tina	✔			✔	✔		✔				✔
Robert	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Taylor	✔	✔	✔		✔	✔				✔	✔
Laurie	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Angela	✔	✔		✔		✔	✔	✔	✔	✔	✔
John	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔
Melissa		✔				✔	✔	✔	✔	✔	✔

Tammy Kirkland

Mentor's Signature

Mentor______________________________ Date 20__- 20__

Certificate___________________________ Mentoring Location __________

Candidate's Name	Dates													

Mentor Signature: ____

*You may copy this, complete it, scan it, and email it to me, or create a similar one

Memorandum of Understanding for Mentors
THE UNIVERSITY OF MISSISSIPPI
WORLD CLASS TEACHING PROGRAM

As part of my responsibilities as a Mentor with the UM WCTP, I agree to the following:

. . . I will meet regularly with and provide support to my assigned candidate or group of candidates from September 2015, until all candidates have submitted their portfolios (component) in May. (See Mentor's Responsibilities in Mentor Handbook)

. . . I will provide a meeting schedule, which includes meeting dates, times and locations to my candidates and to Tammy Kirkland within two weeks of the first meeting. (Email schedule to kirkland@olemiss.edu.)

. . . I will document all meetings by providing sign-in sheets of each meeting by December 15th, 2015 and May 16th 2015. A compiled sheet will be emailed to the WCTP.

. . . I will provide mentoring for all four components.

Signed:________________________________ Date:__________________________
National Board Certificate Area ____

MENTOR CONTACT INFORMATION

Name of mentor ____

Address ____

Phone Contact Number____

Email (print clearly) ____

Pay for Service
1-5 Candidates $600 (fall) $800 (spring) – Six Meetings
6-10 Candidates $800 (fall) $1000 (spring) – Eight Meetings

* Additional pay will be provided for extra requested services by the WCTP such as presentations…etc.
* Face-to-Face meetings must be held to receive pay.

MENTOR/CANDIDATE AGREEMENT

Mentor's Responsibilities	Candidate's Responsibilities
Make an investment of time, schedule meetings, and remain committed to the candidate and the schedule.	Make and investment of time, attend all meetings, and remain committed to the process and the schedule.
Offer challenging ideas and serve as a "critical friend"	Accept the challenge and be open to new and different perspectives on teaching and learning. Accept constructive criticism as an attempt to make you the best teacher you can be.
Make candidates aware of CEU opportunity, 2.8 for the entire process. Maintain attendance records.	
Help build self-confidence.	Share fears, concerns, and issues.
Be familiar with the National Board Standards and rubrics for each component.	Read, study, and internalize the National Board Standards and rubrics for each component.
Understand the assessment process.	Read all component directions. Know the portfolio and assessment center requirements.
Listen non-judgmentally and ask probing questions.	Listen non-judgmentally and ask follow-up question… reflect deeply.
Offer friendship and support.	Accept friendship and support.
Encourage analytical thinking and reflection.	Engage in analytical thinking and reflection.
Provide resources.	Research possible resources and utilize resources provided by the mentor.
Introduce Dropbox or Google Drive to the candidates.	Get organized, including personal life and work schedule. Set priorities.
Help candidate get organized and set priorities.	Maintain confidentiality.
Respect individual writing and teaching styles.	Know that what is in your portfolio is yours and that all decisions are ultimately yours.
Establish a timeline.	Adhere to the timeline.
Maintain confidentiality.	Respect the mentor's time and other obligations. Have others read your component as well.
"I understand that the responsibility of the portfolio rests with the candidate. I agree to help the candidate show evidence more clearly; however, I will not help the candidate create the evidence."	"I understand that I am solely responsible for completing my own portfolio and meeting all deadlines. My achievement is based solely on my ability to provide clear, consistent and convincing evidence."
Make possible candidates aware of the online Standards Study components.	Complete required Standard Study workshop either in person or online.
Take the field test.	Take the field test.
Signature:	Signature:

Types of Support Facilitators May Provide

Intellectual Support	Emotional Support
• Background knowledge of NBPTS • Knowledge of the assessment process • Roles of a facilitator • Knowledge of benefits to students • Knowledge of three types of National Board Writing • Knowledge of analytical reflection and critical feedback • Recognition of “aha” moments	• Creating a risk-free environment • Being a cheerleader • Building trust • Diffusing panic • Creating opportunities to collaborate with others • Keeping open lines of communication • Establishing a learning community • Celebrating • Listening
Logistical Support	**Technical Support**
• Help with timelines and deadlines • Providing individual feedback • Inform candidates of updates and changes • State the ground rules and ensure equality • Instructions for submitting the portfolio • Instructions for assessment center	• Directions for videotaping • Assisting with finding technical support • Being a liaison with NBPTS • Helping navigate the WCTP website

National Board Certification: What is it?

Grounded in the National Board's *Five Core Propositions* that describe what teachers should know and be able to do, the certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates are required to complete four components. A general description of each component follows. The specific instructions will vary by certificate area, as will the standards assessed by each component.

Component 1: Content Knowledge This computer-based assessment asks you to demonstrate knowledge of and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of your chosen certificate area. This is assessed through the completion of three constructed response exercises and approximately 45 selected response items. An assessment overview containing additional details is found at www.boardcertifiedteachers.org/about-certification.

Component 2: Differentiation in Instruction This classroom- based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. You will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.

Component 3: Teaching Practice and Learning Environment – Available in 2015
This is a classroom-based portfolio entry that requires video recording(s) of interactions between you and your students. A written commentary in which you describe, analyze and reflect on your teaching and interactions will also be submitted. Both the video and the written commentary should demonstrate how you engage students and impact their learning.

Component 4: Effective and Reflective Practitioner – Available in 2016
This is a portfolio entry that requires evidence of your impact across your professional responsibilities as an educator including your students, peers, and community.

The certification process is now more flexible than ever!

As we continue to roll out revisions to the certification process, you can set your own pace and sequence and pay as you go.

- Each component costs $475, and you have the option to pay for and submit components separately.
- All components must be completed within a three-year period. If you need to retake a component, you will have two opportunities

How to Register and Select Components

- ✓ Take time to read all of the information provided in this guide prior to registering. Pay close attention to the Eligibility Prerequisites on page 7 and the Important Dates and Deadlines chart below.
- ✓ Determine if your state or district offers fee support. To ensure that you qualify for what is offered, you should begin this process as early as possible.
- ✓ Register online at www.boardcertifiedteachers.org/sign-in. There is a $75 nonrefundable and nontransferable registration fee that must be paid during each assessment cycle before you can select a component(s). Note that this does not cover the full cost of certification.
- ✓ Select the components you would like to complete. Refer to page 24 for instructions.
- ✓ Finally, submit payment in full by the payment deadline. Refer to the Fees chart on page 9 for associated costs.

Important Dates and Deadlines

All dates and deadlines are subject to change.

The following chart is applicable to candidates submitting components for scoring during the 2015-16 assessment cycle.

2015-16 Important Dates and Deadlines	
Registration Window	May 2015–January 31, 2016
Fee Payment Deadline	January 31, 2016
Change of Certificate and/or Specialty Area	January 31, 2016
Change of Component Selection	January 31, 2016
ePortfolio Submission Window	April 1–May 18, 2016
Withdrawal Deadline	January 31, 2016
Component 1: Content Knowledge Testing Window	March–June 15, 2016
Scores Released	On or before December 31, 2016

Fees

This table lists the various fees applicable to National Board Certification. You are responsible for confirming receipt by the National Board of any payments. After your application has been processed, you can view the fees posted to your individual account at www.boardcertifiedteachers.org/sign-in.

Fee Type	Details	Amount	2014-15 Cycle Deadline	2015-16 Cycle Deadline
Registration Fee*	Charged once per assessment cycle. You will not be able to select a component without payment of this nonrefundable and nontransferable fee.	$75	February 28, 2015	No later than January 31, 2016
Component 2–4 Fee (first attempt and retake)	Required for all portfolio components.	$475, per component	February 28, 2015	January 31, 2016
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	$475	February 28, 2015	January 31, 2016
Component 1 Retake Fee	Required for each portion of Component 1 that you elect to retake.	$125 per exercise and/or the Selected Response section	February 28 2015	January 31, 2016
Returned Check Fee	This fee is assessed if your personal check is returned.	$35	30 days after notification	30 days after notification

Withdrawals and Refunds

You are expected to complete all components for which you register during the assessment cycle in which the component is purchased. If you are unable to complete a component, you can withdraw the component through your National Board account prior to the withdrawal deadline by clicking “Service Requests” from the left-hand navigation menu. Note: The National Board does not offer a deferral service.

If you are a first-time candidate, you may withdraw your entire registration. Please note that if you intend to withdraw your entire registration, you will be required to withdraw all purchased components first. By withdrawing your registration, you are cancelling your candidacy and will be required to apply anew if you later wish to continue with your pursuit of certification.

National Board Certification:
What is the Same? What has changed?

How will the new process roll out?

2014-2015	2015-2016	2016-2017
Component 1	Component 1	Component 1
Component 2	Component 2	Component 2
	Component 3	Component 3
		Component 4

Notes

- New component roll out in the fall, typically in November
- If you complete a component, you WILL receive scores for that component the falling fall.
- You must complete all component before you receive a final score

Our Mission

- Maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- Providing a national voluntary system certifying teachers who meet these standards; and
- Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

The Five Core Propositions

Teachers…

1. Are committed to students and their learning.
2. Know the subjects they teach and how to teach those subjects to students.
3. Are responsible for managing and monitoring student learning.
4. Think systematically about their practice and learn from experience.
5. Are members of learning communities.

Common Names Across Four Components

Component	Name	Evidence
1	Content Knowledge	Assessment Center
2	Differentiation in Instruction	Student Work
3	Teaching Practice and Learning Environment	Video
4	Effective and Reflective Practitioner	TBD

Certification Process

Portfolio (60%)

Assessment Center (40%)

Weights of Portfolio and Assessment

Flexibility

While teachers can complete the entire process in one year once it is fully implemented, some may choose to do so over several years if that fits better with other demands on their time.

- ➢➢ All four components must be completed in 3 years
- ➢➢ Candidates still have two opportunities to retake *(highest score policy will continue to apply)*

Affordability

The total cost of certification will decrease from $2500 to $1,900, with each of the four components costing $475.

<u>Important price points</u>

$475 for each component

$75 annual registration fee

Scoring: What Has Changed?
FLOOR SCORE

In addition to meeting an overall cut score (which is TBD), a floor **average** score of **1.75** will be required on the Assessment Center (Component 1) and Portfolio (Components 2, 3 and 4) sections.

The value of 1.75 sends the message to candidates and policymakers that:

1. National Board values both assessment center and portfolio aspects of teaching, and
2. Candidates cannot demonstrate little or no evidence of what each section measures to earn certification.

Specifically, the floor score requirements are:

1. Candidates must earn a minimum average score of 1.75 on Component 1: Content Knowledge, which is also referred to as the Assessment Center Section. The average score for the Assessment Center Section is based on averaging the scores from the three constructed response exercises and the selected response section.

2. Candidates must earn a minimum average score of 1.75 on Components 2, 3, and 4, which is also known as the Portfolio Section. The average score for the Portfolio Section is based on averaging the scores from the three referenced components.

Weighting

Though the weights across the Assessment Center (40%) and Portfolio (60%) Sections remain the same, the weights for the individual components were necessarily revised to reflect the new composition of these sections:

- **Assessment Center (Component 1) – 40%**
  - Split equally between CRI and SRI
- **Portfolio (Components 2, 3, and 4) – 60%**
  - Differentiation in Instruction (C2) – 25%
  - Teaching Practice and Learning Environment (C3) – 50%
  - Reflective and Effective Practitioner (C4) – 25%

Retake Policy

Beginning with the 2014-15 cycle, first-time candidates will be allowed to retake a component, regardless of previous score earned.

Previous policy did not allow retakes if the candidate score was 2.75 or higher. *Note that candidates best score (not most recent score) is used in calculating total score.*

MORE Coming Attractions!

Currently being revised and to be available later this year:

- Draft design for the new score report
- *Guide to Understanding and Interpreting Your Scores*
- Online calculator for all candidates

Maintenance of Certification (MOC)

- The National Board recently revised its policy for maintenance of certification, and will require Board- certified teachers to demonstrate their knowledge and skills **every five years**. (Adopted February 2015)
- This new policy is aligned with the movement of 40 state licensure systems to a five-year renewal period, but also reflects efforts to make certification more affordable and efficient for all teachers, so that that it can become the norm in the profession.

Take Notice

This is ONLY for candidates who participate in the NEW process. Everyone else is grandfathered under the old process…unless, they recertify more than once.

Those under the MOC will only complete ONE renewal component(entry) every five years.

The renewal components are expected to be ~$475

Mentoring for Components

1. **Mentoring for Component One**
   - It is now part of mentoring
   - Candidates should create an assessment notebook organized by their test schematic
   - Test schematic identifies standards to study for the selected response
   - Candidates should create an acronym for their standards.
   - Standards should be integrated into constructed response when applicable
   - Candidates should identify areas they need to study
   - Mentors are **not** expected to teach candidates everything but rather help them locate resources to study
   - Practice provided constructed response practice (use those provided in component 1)
   - Break the constructed response questions down – each one has approximately eight or so things to do

2. **Component 3 Changes**
   - Everyone does two 10-15 minute videos. Push for 15 minutes.
   - Videos must be two different group formats…small group, debate, whole group…etc. Their component doesn't specify.
   - Candidates are allowed two specific edits
   - This component focuses on lessons not a unit built over time
   - Students and teachers are the feature of these videos. Teachers must do more than just make an appearance.
   - Lessons should be inquiry based
   - Official entry will be available this fall.

3. **Component 4 (Field Test Released in Spring 2016)**
   - We have been told to expect significant changes
   - I was advised not to use the word "accomplishments" in the standard workshops.
   - Candidates will address the following questions:
     1. What does an accomplished teacher look like beyond the classroom?
     2. How can you build relationships and partnerships with families, colleagues, and the community?
     3. How can you demonstrate two-way relationships with your parents?
     4. How can you document/prove you are an effective teacher in your classroom, district, and state?
     5. How do you engage the following parents: parents who work two jobs, parents who do not have technology, non-English speaking parents, nontraditional parents such as grandmothers

Online Mentoring

Online Mentoring

Why Online Mentoring?

Provides more flexibility
60% of candidates and mentors expressed an interest

- Piloted in the fall of 2015 with five mentoring groups
- Fall 2016 Goal: One online mentor for each certificate
- Mentoring Platform: Blackboard

Components used in Blackboard

- Build resource content folders (attach documents and link to websites)
- Utilize the discussion board for ongoing questions and discussions
- Utilize the Virtual Classroom: Mentor's Choice – meet class twice a month for two hours or once an hour weekly. These sessions will be recorded. This is a chat room where the candidates will hear the mentor and respond by chatting (typing)
- Utilize email for candidates to send components to read

Miscellaneous

- Candidates can still earn 2.8 CEUs. Blackboard will track attendance in the Virtual Classroom
- **Requires a high speed digital internet connection**
- Once the class is organized and set up by The University of Mississippi for Blackboard, no one else can join. Enrollment deadline is firm
- The first meeting will be a **required face-to-face meeting**
- Technical support will be provided by The University of Mississippi's IT Helpdesk
- Candidates can live ANYWHERE in Mississippi
- Mentors will be setup with a @go.olemiss.edu account
- Special Blackboard accounts will be set up. The mentors will serve as the instructor

A Blackboard link will be added to the WCTP website

Accessing Blackboard

Go to: http://wctp.olemiss.edu

WCTP Website

Once you are on the WCTP homepage (wctp.olemiss.edu), click on "Blackboard" located on the right-hand side of your screen. This connects you to the "Blackboard".

You will then be asked to enter your USERNAME and PASSWORD.

Username: ________________________

Password: _________________________

Note: Passwords must be changed ever 80 days

***If you forget to change your password, you must call the IT Helpdesk. 662-915-5222**

Now click LOGIN.

You will be redirected to a welcome page specifically designed for you with your name at the top. You will see a listing of tasks, announcements, and courses.

TOOLS

This is your most commonly used area of blackboard. One you enter this page you will see the following icons: Home page Information, Content, Discussions, Groups, Tools, and Help.

Content – Build your Content Folders

Discussions – Start a Discussion Board thread

Tools:

- **Email** – connect and communicate with your candidates
- **Collaboration** (Virtual Classroom)
- **Announcements** (Create Announcements)

Technical Issues – Call IT

IT hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

Help Desk homepage:

http://www.olemiss.edu/helpdesk/

Blackboard Tutorials

The following link can be used in addition to the tutorials found in this packet. It provides links to some video tutorials that will be useful while mentoring.

http://elearning.olemiss.edu/2013/06/blackboard-com-tutorial-videos/

Directions for most common tasks: (Directions taken from blackboard user guide)

Discussion Board

Overview

The Discussion Board is a tool for sharing thoughts and ideas about class materials. The Discussion Board is made up of Forums that may appear anywhere in the Course but are also all centrally located in the Discussion Board tool. Course Groups can have their own Discussion Boards.

Students usually participate in Forums with no administrative privileges. However, a Student may be granted some Forum administration privileges within a Group.

Note: When moving through the different parts of the Discussion Board, use the internal navigation such as the breadcrumbs, course menu, and other page links to return to a previous page. Using the browser navigation controls can result in page load errors.

Discussion Board Terms

Term	Definition
Thread	The initial post and the entire series of replies to that post within a Discussion Board Forum.
Thread Detail	The page that displays the threaded view of all posts in a thread along with the selected post.
Post	A Discussion Board entry posted to a thread or used to start a thread. Also used as a verb to refer to the act of submitting a post.
Forum Role	A role type that is assigned to members of the Discussion Board for each Forum and enables specific privileges within the Forum. A user may have one role per Forum. However, a user's role in separate Forums may differ.
Blocked	A Forum Role that blocks the user from accessing the Forum.
Reader	A Forum Role that grants the user the rights to read the contents of a Forum. Users with this role may only view content and cannot add or respond to posts.

Term	Definition
Participant	A Forum Role that grants the user read and write privileges in the Forum.
Grader	A Forum Role that grants the user Participant privileges as well as the Grading privileges for the Forum.
Moderator	A Forum Role that grants Participant privileges as well as the ability to modify, remove, and lock posts. If a Moderation Queue is used, the Moderator may also approve or reject posts in the queue.
Manager	A Forum Role that grants all privileges.
Grade Forum	The process of assigning a Grade to a user for their performance in a Forum.
Grade Thread	The process of assigning a Grade to a user for their performance in a thread.
Rate Post	The process of evaluating a post based on a fixed, 5 point scale.
Collect	The process of selecting one or more posts or threads for inclusion on a page that can be sorted, filtered, printed, and saved as a document. The collection is gathered into a format that can be sorted, filtered, printed, and saved as a document that can be viewed in a browser.
Flag	A mark used to call attention to the post.
Copy Forum	The process of creating a clone of a Forum or the Forum settings in the same discussion board or in another discussion board in the same Course.
Save Drafts	The act of saving a post as a draft.
Published Post	A post that has been submitted and, if necessary, approved by a moderator.
Post Position	The position of a post in a thread relative to the other posts.
Draft	A post that has been saved for future editing.
Locked Thread	A thread that is visible for reading but cannot be Edited. Users may not post to a locked thread.
Unavailable Thread	A thread that is hidden and inaccessible to all users except Forum Managers.
Hidden Thread	A Thread that is locked and not visible by default. Users may view hidden threads by enabling the Display Hidden Threads feature.
Moderation Queue	A list of posts that must be approved before they appear in the Discussion Board.

View and Organize Discussion Board Content

Forums can appear throughout a Course. Each group may also have a private Discussion Board with Forums available only to those users that are a part of the group. All Forums that are not a part of a group are accessible from various points in the Course or by going to the Discussion Board tool. The Discussion Board tool centralizes all of the Forums in the Course.

How to search for specific text in the Discussion Board

A search function resides in an area above the Forum list.

1. Click **Search**.
2. Enter a search term in the **Search** field.
3. Select an area to search in from the drop-down list.
4. Enter date and time to limit search, if desired.
5. Click **Go**.

Note: Remember to click both the **Before** and **After** checkboxes to enable the selected dates and times.

Thread Status

The Forum Manager can change the status of a thread to one of the following:

- **Published:** A published thread is available to users.
- **Locked:** Users may read the thread but not make any additions or modifications. Locking a thread allows Grades to be assigned without users updating or changing posts.
- **Unlocked:** Unlocking a thread allows users to modify and add to the thread.
- **Hidden:** Hidden messages cannot be viewed by users, but can be managed by Forum Moderators. Use this status to hide outdated threads and make relevant content easier to find.
- **Unavailable:** Unavailable threads are only visible to forum managers. Even then, Forum managers must choose to view these threads. Making threads unavailable means users can no longer view the thread.

Follow these steps to change the status of a thread:

1. Open a Forum in the Discussion Board.
2. Select threads.
3. Choose a new status for the selected threads using the **Change Status to:** drop-down list.

Action Bar

The functions at the top of the page include a Display option to show threads of different status and a search function. Unread threads and posts are displayed in bold type. There is also an action bar that includes the following functions:

Function	Which View?	Purpose
Add Thread	Both Views	Click to add a thread.
Delete	Both Views	Click to remove any selected threads from the Forum.
Collect	Both Views	Gather selected threads onto one page where posts can be sorted, filtered, or printed.
Set Flag	Tree View	Mark a post for later attention.
Clear Flag	Tree View	Delete a flag applied to a post.
Mark Read	Both Views	Click to mark selected messages as read.
Mark Unread	Both Views	Click to mark selected messages as unread.
Subscribe/Unsubscribe	Both Views	Click to subscribe or unsubscribe to the thread.
Grade Forum	Both Views	Click to assign a Grade to a particular Forum (Graders or Managers only). This appears only if grading is enabled for this Forum.
Change Status to:	List View	Update the availability status of the selected threads.

Thread View

Clicking on a thread in a Forum brings up the Thread Detail. The thread view is divided into three parts. Post viewing and management functions appear at the top of the page. The middle of the page displays a list of posts, with replies nested underneath the thread starter message. The bottom of the page displays the current post. Unread posts are displayed in bold type.

The following options are available when viewing a thread:

Feature	Description
Action Bar	
Collect	Group posts into a filterable, sortable view that is useful for printing or saving.
Set Flag	Mark a post for later attention.
Clear Flag	Delete a flag applied to a post.
Mark Read	Click to mark selected messages as read.
Mark Unread	Click to mark selected messages as unread.
Subscribe/Unsubscribe	Click to receive an email alert when a post is edited or a user posts a reply. Click again to stop receiving email alerts. This is available only if subscriptions are enabled.
Message List	
Arrange View Buttons	Three buttons at the top corner of the message list provide different display options: **Swap Up/Down**. This option moves the message list above or below the post on the Thread Detail page. **Hide/Restore**. This option hides the message list or restores the previous view. **Maximize/Minimize**. This option displays all of the messages in the message list in a scrollable format (including their children), or minimizes the list.
Select Threads	Select each thread using the checkboxes or the select all unselect all options. Selected Threads are included in Action Bar operations.
Previous Thread/Next Thread	Click these options to navigate through the threads in the Forum.
Refresh	Click to refresh the thread; new messages published since the page was loaded are displayed.
Selection Drop-Down	Use this drop-down list to select all the messages on this page, unselect all the messages on this page, or switch the previous selection.
Expand/Collapse Messages	Click the plus/minus icon next to each message to expand (plus) or collapse (minus) the parent message and all of its children.
Current Post	
Reply	Generate a response to a post.
Quote	Click to insert the text of the current post into a reply to that post.
Edit	Change the content of the post.
Delete	Delete the post. Removing a post also deletes all the replies to that post.
Previous Post/Next Post	Click these options to navigate through the posts in the thread.
Overall Rating	Select a score for the post on a 1 to 5 scale. This is only

Feature	Description
	available if rating has been enabled.
Show Parent Message	Click to display the text of the parent message. This is only available for reply messages.
Hide Parent Message	Click to hide the text of the parent message. This is only available for reply messages.

Note: Rating is an Enterprise License option

Collect

Collect posts to gather them into a filterable, sortable, and printable format. Collecting posts is a good way to organize them for quick reading, printing, or saving. The following options are available on the Collect page:

Feature	Description
Action Bar	
Print Preview	Click to view then print selected messages.
Mark Read	Click to mark selected messages as read.
Mark as Unread	Click to mark selected messages as unread.
Tag Text	Enter tag term and then click **Add**.
Filter	
Author	Select an author from the drop-down list to display messages created only by that author.
Status	Select a status from the drop-down list to display only messages that have that status.
Read Status	Select a Read Status from the drop-down list to display only messages that correspond to that Read Status.
Tags	Select a tag from the drop-down list to display only messages that have that tag. This is only available if tagging has been enabled.
Message List	
Selection Drop-Down	Use this drop-down list to select all the messages on this page, unselect all the messages on this page, or switch the previous selection.
Sort by	Select one of the following options to sort the messages on this page: Author's First Name Author's Last Name Date Subject Thread Order Overall Rating These options remain in effect throughout a browser session.
Order	Choose between Ascending and Descending sort order from this drop-down list.

Feature	Description
	These options remain in effect throughout a browser session.
Individual Message Options	
Tags	Displays tags applied to this message. To add tags: click **Add**, enter the name of the tag in the text box, and click **OK**. To remove tags: click the “X□? icon next to the tag.
Reply	Click to create a reply to this message.
Quote	Click to create a reply to this message that contains the text of the original message.
Mark as Read/Unread	Click to mark this message as read or unread.

Initiate a Thread

Follow these steps to start a thread.

1. Open a Discussion Board Forum.
2. Click **Create Thread** in the action bar. The Create Thread page appears.
3. Enter a **Subject** and a **Message**. It is also possible to attach files to the post.
4. Click **Save Draft** to store a draft of the post. Click **Submit** to create the thread.

Reply to a Post

Follow these steps to reply to a post.

1. Open a thread in a Forum.
2. Find a post.
3. Click **Reply** for that post.
4. Enter a **Subject** (if different than the default) and a **Message**. It is also possible to attach files to the post. Only one file can be added using the Attachment function below the text box. When using the Text Editor, multiple files may be added.
5. Click **Save Draft** to store a draft of the post. Click **Submit** to create the thread.
6. The post appears in the thread underneath the original post.

Manage a Group Forum

Overview

Discussion Boards give Students the freedom to share their thoughts and opinions on class topics with other users. Groups within a Course may have private Forums that are managed by the Students in the group.

Content

Content Visibility

Instructors may set up rules for content items that limit the availability based on date and time, individual users, Course Groups, and Grade Center scores and attempts. This means that the content displayed in the Course Menu or Content Areas may change over time. For example, if a file is made available after a Test is complete, the file only appears in a Content Area after a Student completes the Test. The following are some examples of how content is released:

- **Date and time** – An item may be made available for only one week or after a certain date. For example, lecture notes may be made available after the date of the lecture.
- **Groups** – An item may be available to users in one Group and not another, or it may be available at a different times to users in different Groups.
- **Individual users** – An item may be made available only to an individual user.
- **Grade Center attempt** - An item may be made available only after Students have completed an Assessment.
- **Grade Center score** – An item may be made available to all users who receive above or below a specific score on an Assignment.

Review Status

Review Status allows the Instructor to track user review of specific content items and may affect the release of additional content. Once the Instructor enables the tool for an item, each Student tracks their progress. For example, the Instructor may enable Review Status for an article added to a Content Area and may make the release of a Quiz contingent upon the Student reviewing the article. Once the Student marks the article Reviewed, the Quiz appears.

A Mark Reviewed button appears on the item when it is opened. After reviewing the item, select this button to mark it as Reviewed.

Note: This button may be selected to toggle between **Reviewed** and **Mark Reviewed**. The Instructor only views the current setting; so if the item is marked **Reviewed**, then switched to **Mark Review**, the Instructor does not see that the item was marked **Reviewed** at any time.

Email

Users can access email functions for through the Send Email page.

Follow the steps below to open the Send Email page:

1. Open a Course.
2. Click **Tools** on the Course Menu.
3. Click **Send Email**.

Users can also access the Send Email feature for all of their Courses through the Tools Module on the My Institution tab

Send Email enables users to send email to fellow classmates, Instructors, other users, and Groups within a Course.

Field	Description
Enter Message Details	
To	Recipients display in this field. If the email is intended for a select audience, an interface for selecting users appears. The interface does not appear if an email is intended for all users. To select user to receive an email, highlight the users in the **Available to Select** column and click the arrow to move them to the **Selected** column. A back arrow is available to move a user out of the recipient list. Click **Invert** and highlighted users are no longer highlighted and those users that are not selected will be highlighted.
From	The sender's email address is automatically displayed in this field.
Subject	Enter the subject of the email.
Message	Enter the body of the email. A copy of the message is sent to the sender. A receipt page appears after the message is sent listing all recipients. The receipt page does not confirm that users received the message! It only confirms that the message was sent. The message may use HTML-encoding. The message displays according to the recipients mail settings. If HTML message types are supported, the HTML appears. If not, the message appears as plain text.
Add Attachments	
Attach a File	Click the link to add attachments. Select **Browse** and navigate to the file to be attached to the email. After adding one file, the option to attach another file appears.

Virtual Classroom

Overview

Users can ask questions, draw on the whiteboard, and participate in breakout sessions from the Virtual Classroom. The Session Administrator establishes which tools in the Virtual Classroom users can access.

1. Click **Tools** on the Course Menu.
2. Click **Collaboration**.
3. Select **Join** from the contextual menu next to a Virtual Classroom session.

Virtual Classroom Areas

Part	Function
Menu Bar	Allows the Session Administrator to control the Virtual Classroom. This includes managing participation, monitoring breakout sessions, and ending the session.
Classroom Tool box	Includes all of the tools used during the Virtual Classroom session. This includes searching for Web sites, asking and answering questions, utilizing the Whiteboard, and accessing the Course Map.
Chat	Allows users to compose messages, raise their hands to ask questions, and activate private messages.

Virtual Classroom Menu Bar

View- Choose an option for viewing Personal Messages in the Virtual Classroom.

Select **Show in-line** to view private messages within the chat area. Select **Show in separate frame** to view private messages in a separate window.

Clear- Clear the session display: Clear erases the users chat display.

Breakouts- Create a breakout room for a group of users.

Select the checkboxes for the users who will participate in the Breakout session. Users may only join a Breakout session if they are selected by the creator of the Breakout session.

Users who enter a Breakout session are still active in the main Virtual Classroom Session. If a Breakout session is closed users are still active in the main session. Breakout sessions default to the same settings as the main session.

Virtual Classroom Tool box

Tool	Description
Whiteboard	Enables users to present different types of information as they would on a whiteboard in a classroom.
Group Browser	Enables users to collaboratively browse the Web.
Map	Enables users to browse the Course Content while they are in a Virtual Classroom.
Ask Question	Enables users to ask questions during the session.
Question Inbox	Enables users to answer questions submitted by other users during a session.

Chat

The Chat allows the users to interact with each other using a text-based chat. **Chat is part of the Virtual Classroom**. It can also be accessed separately.

Note: Some of the functions in the chat are limited to those users with an Active role

Open a Chat

1. Click **Tools** on the Course Menu.
2. Click **Collaboration**.
3. Select **Join** from the contextual menu next to a Chat session.

Send a Private Message

Users can send private messages to each other if the Session Administrator enables this tool in the Session Controls. Private messages are not recorded or archived.

Note: Only users who have an Active role can send Private Messages

Functions

To . . .	then . . .
enter a message for the class to read	type the message in the **Compose** field. Click **Send**. The message appears in the chat area. There 1000 character limit for chat messages.
become an Active user	click the hand symbol. A hand appears next to the Username. The Session Administrator clicks on the hand to make the user Active.
view user information	Select a Username in the Participant list and then click **User Info**.
send a private message to a user	Select a Username in the Participant list and then click **Private Message**.

Problems getting chats to load?

Add Blackboard to you Java exceptions list on your computer.

On a Mac:
Go to Apple menu—system preferences.
Choose the Java control panel. The Java Control Panel will open in a new window.
Choose Security form the top of the Java Control Panel Under the Exception site list, you need to add the following:

https://blackboard.olemiss.edu
https://bbfs.olemiss.edu:8443
https://bbfs.olemiss.edu:8012

To add the above sites, click Edit Site List, click Add, enter the first site, then choose Add again and enter the second site. When done, click Okay. You should now see both sites listen in the exceptions list. When you have added all three, Click OK to close the java control panel.

On a Windows PC:
Go to Start—All Program—Java—Configure Java. The Java Control Panel will open in a new window.
Choose Security from the top of the Java Control Panel. Under the Exception Site List, You need to add the following:

https://blackboard.olemiss.edu
https://bbpfs.olemiss.edu:8443
https://bbpfs.olemiss.edu:8012

To add the above sites, click Edit Site List, click Add, enter the first site, then choose Add again and enter the second site. When done, click Okay. You should now see both sites listen in the exceptions list. When you have added all three, Click OK to close the java control panel.

WCTP Website

wctp.olemiss.edu

About – for those curious about National Boards
Applications – for WCTP candidates:
New/Continuing, Advanced, Renewal, Mentoring Position
Mentoring – Dates and locations
Resources – Instructional Resources *, Scoring Guides, Standards & Components, New Candidates, Advanced Candidates, Score Calculator, Renewal Candidates, Assessment Center, Blogs & Groups
Workshops – Workshop applications and online Standard Study
Why Certify – The Research behind National Boards
Reimbursements – How to get reimbursed from the state and receive the National Board stipend.

This site is under construction
Coming Soon!
Online Standard Study, Mentor Resources, Instructional Videos