



# National Board Certification Support

**English as a New Language  
Early and Middle Childhood**





## **Guide to National Board Certification**



# Guide to National Board Certification

Version 3.1

- Register online at [www.nbpts.org/national-board-certification](http://www.nbpts.org/national-board-certification)

*National Board Certification  
Promotes Better Teaching,  
Better Learning, Better Schools*

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The fees and other terms and conditions contained in this Guide are subject to change. Please visit the National Board's website to locate any changes or updates to applicable terms and conditions.

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# Introduction

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## What is the National Board?

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- 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 into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the “gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment – National Board Certification – that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board’s vision of accomplished teaching is captured in the enduring document [What Teachers Should Know and Be Able to Do](#), at the heart of which are the Five Core Propositions:

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

## Certification – An Overview

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Over the last 30 years the National Board has advanced the teaching profession by establishing and maintaining the definitive standards of accomplished teaching and certifying more than 125,000 teachers across the country against those rigorous standards.

That number is significant but too small in a profession of more than three million practitioners. To make the dramatic improvements we seek in education for every student, National Board Certification needs to be the norm, not the exception. It also must be what the profession expects and is designed to support. To meet this goal, the National Board provides options for educators to pursue certification. While teachers can complete the entire certification process in one year, some may choose to do so over several years if that fits better with other demands on their time. The assessment is grouped into four components. With each of the four components costing \$475, the total cost of certification is \$1,900. Candidates can pay for and submit each component separately.

The National Board has revised its policy for maintaining certification. The National Board for Professional Teaching Standards' Maintenance of Certification (MOC) is a process currently being designed that will allow a National Board Certified Teacher (NBCT) to extend certification in five year increments. The process is being designed to ensure that Board certified teachers are continuing to grow professionally while maintaining a strong impact on student learning. MOC is replacing the current certification renewal process. This 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. Visit our website at [www.nbpts.org/national-board-certification/renewal](http://www.nbpts.org/national-board-certification/renewal) for information regarding renewal and maintenance of certification.

Our principles remain the same. This National Board's Standards, the Five Core Propositions, and the Architecture of Accomplished Teaching have stood the test of time. This is an indication of the teaching profession's ability to create and maintain a body of knowledge that guides practice. And, just as when the first teachers earned Board certification in 1994, National Board Certification remains performance-based and peer-reviewed, with the same emphasis on content knowledge and commitment to student learning.

# The Certification Process

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The National Board Certification process is designed to collect standards-based evidence of accomplished practice. In all 25 certificate areas, candidates for National Board Certification must complete four components: three portfolio entries, submitted online, and a computer-based assessment, which is administered at a testing center.

- Computer-based assessment
  - Component 1: Content Knowledge
- Portfolio entries
  - Component 2: Differentiation in Instruction
  - Component 3: Teaching Practice and Learning Environment
  - Component 4: Effective and Reflective Practitioner

## The 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

In this computer-based assessment, candidates demonstrate knowledge of and pedagogical practices for teaching their content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area. This is assessed through the completion of three constructed response items and 45 selected response items (SRIs) of which five are embedded field test items and do not contribute to the score. (Refer to the [Scoring Guide](#) for additional information). Candidates will have up to 30 minutes to complete each of the three constructed response items. The time allotted for the selected response section varies by certificate area, but will be no less than 60 minutes.

### Component 2: Differentiation in Instruction

This classroom-based portfolio entry is primarily comprised of samples of student work and an accompanying written commentary. Candidates will submit selected work samples that demonstrate the students' growth over time and a written commentary that analyzes the candidate's instructional choices.

### Component 3: Teaching Practice and Learning Environment

This is a classroom-based portfolio entry that requires video recordings of interactions between candidates and their students. Two written commentaries, in which the candidate describes, analyzes and reflects on their teaching and interactions will also be submitted. Both the videos and the written commentaries should demonstrate how candidates engage students and impact their learning.

### Component 4: Effective and Reflective Practitioner

This portfolio entry requires candidates to gather information from a variety of sources about a class of students with whom they work and demonstrate their knowledge of assessments and assessment practices to effectively plan for and positively impact student learning. The portfolio will also require candidates to provide evidence of collaboration with families, the community, and colleagues and the candidate's contributions to learning communities to advance student growth.

## 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 6 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.nbpts.org/sign-in](http://www.nbpts.org/sign-in). There is a \$75 nonrefundable and nontransferable registration fee that will be assessed to your account at the beginning of **each** assessment cycle and must be paid before you can select a component(s). Note that the registration fee is separate from the cost of each component.
- ✓ Select **only** the components you plan to complete during this assessment cycle. (You must complete this step even if you are receiving third-party financial support.) Refer to page 29 for instructions. Note: You must purchase a component to be considered an active candidate and to prevent your registration from being withdrawn.
- ✓ Submit payment in full by the payment deadline. Refer to the Fees chart on page 9 for associated costs.

You are expected to complete all components during the assessment cycle in which the component is purchased. If you do not purchase a component by February 28, your registration will be withdrawn. Refer to page 11 for additional details.

### 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 2019-20 assessment cycle.

2019-20 Important Dates and Deadlines	
Registration Window	April 15, 2019-February 28, 2020
Registration (includes payment of \$75 fee)	February 28, 2020
Component Selection (includes payment of component fees)	February 28, 2020
Change of Certificate and/or Specialty Area	February 28, 2020
Change of Component Selection	February 28, 2020
Withdrawal Deadline	February 28, 2020
ePortfolio Submission Window	April 1- May 13, 2020
Component 1: Content Knowledge Testing Window	March 1-June 15, 2020
Score Release	On or before December 31, 2020

The following chart is applicable to candidates submitting components for scoring during the 2020-21 assessment cycle.

2020-21 Important Dates and Deadlines	
Registration Window	April 15, 2020-February 28, 2021
Registration (includes payment of \$75 fee)	February 28, 2021

Component Selection (includes payment of component fees)	February 28, 2021
Change of Certificate and/or Specialty Area	February 28, 2021
Change of Component Selection	February 28, 2021
Withdrawal Deadline	February 28, 2021
ePortfolio Submission Window	April 1- mid-May 2021
Component 1: Content Knowledge Testing Window	March 1-June 15, 2021
Score Release	On or before December 31, 2021

## Fields of Certification

The National Board offers standards, based on the [Five Core Propositions](#), in 25 certificate areas. A standards committee composed of a majority of Board-certified teachers is appointed for each certificate area. Other members of the committee may include experts in child development, teacher education and relevant disciplines. Standards committees recommend to the National Board the specific standards for each certificate area and advise those involved in developing the corresponding certification process.

The standards and the certificates are structured along two dimensions: the developmental level of students and the discipline. Candidates may choose either a generalist or a subject- specific certificate. View a list of the [available certificates](#) and the links to the [standards](#).

If you are a first-time candidate, you may change your certificate area prior to the established deadline through your National Board account by clicking "Service Requests" from the left-hand navigation menu. Log in to your National Board [account](#).

**Completing National Board Certification may take anywhere from one to five years,** depending on the approach you take. The following rules apply:

- You must attempt each of the four components within the first three years of your candidacy. Candidates who do not meet this requirement will have their candidacy terminated and will be required to start the entire certification process again as a first-time candidate.
- You have a five-year window to achieve certification. If you do not achieve certification within the five-year window, you may start the entire certification process again as a first-time candidate.
- Components must be completed during the assessment cycle in which they are purchased.
- There is no minimum or maximum score requirement to retake a component; you can elect to retake any component even if you have met the required minimum average section score(s). However, once you achieve National Board Certification, retake attempts are no longer available.
- You have up to two retake attempts for each component. For Component 1, you can elect to retake one or more of the three constructed response items/exercises and/or the selected response item part. Candidates have up to two retakes for each of the four parts of Component 1 at any time during the five-year window.
  - You can retake at any time during the five-year window and retake years do not have to be consecutive.
  - You can have a year when you take or retake no components; however, it does not extend your three-year window to initially attempt each of the four components or the five-year window within which certification can be achieved.

- The highest numeric score received from all attempts of an individual component will be used for total score calculation.

For additional information on retaking components refer to the [Scoring Guide: Understanding Your Scores](#), found on the National Board website.

## Eligibility Prerequisites

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To be eligible for National Board Certification, you must meet the education, employment, and licensure requirements described below. You must meet all eligibility requirements prior to starting the certification process. The rules for meeting eligibility for candidacy are described in this guide, but teaching situations across the country vary widely, and the rules may not address your particular circumstances. Please contact Customer Support for assistance if you are not sure whether you meet the eligibility requirements.

### **Do you possess a bachelor’s degree from an accredited institution?**

An accredited institution is defined as one that is authorized or accepted by a state as fulfilling the state’s educational requirement for initial teaching licensure or school counseling licensure. A teacher or school counselor with a degree awarded by an institution outside the United States must submit proof that the degree is equivalent to a baccalaureate either by submitting transcripts to an organization that belongs to the National Association of Credential Evaluation Services (see [www.naces.org/members.htm](http://www.naces.org/members.htm)) or by submitting documentation to the National Board confirming that the state in which you teach or serve as a school counselor has accepted the degree for licensure requirements.

*NOTE: Candidates registering for the Career and Technical Education certificate are required to hold a bachelor’s degree only if their state required one for their current license.*

### **Have you completed three years of successful teaching in one or more early childhood, elementary, middle, or secondary schools? Applicants for ECYA/School Counseling must have completed three years successfully serving as a school counselor.**

- The three years of employment experience must have been completed prior to starting the certification process.
- The employment must have occurred in one or more facilities located within the United States or at an institution accredited by one of 17 agencies recognized by the U.S. Secretary of Education. For a list of these agencies, access [www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html). You should check individual agency websites for the most current contact information.

The following activities do not count toward the teaching or counseling prerequisite:

- time spent in administrative positions
- student teaching or teaching internships (or student practice or school counseling internships)
- employment as a teacher’s assistant
- employment under an intern or a similar teaching license
- teaching or school counseling done at the postsecondary level (e.g., community college or university/college); teachers or counselors with students who are over the age of 18 years must be teaching at the pre-K–12 level and in pre-K–12 settings (e.g., vocational classes in a high school setting), not in a community college or university/college. Teachers in administrative positions or those teaching in the adult learner community may pursue National Board Certification only if they are able to provide evidence of classroom teaching with pre-K–12 students within the timeframe specified in the component instructions.

### **Part-Time or Substitute Teaching**

Teachers who have taught part time are eligible, provided that they have teaching employment that is the equivalent to three years of full-time teaching. Substitute teachers may count teaching time spent in long-term assignments toward the three years; substitute teaching that consisted of short-term or on-call assignments does not accrue toward the three years.

### **Part-Time School Counseling**

If you serve as a school counselor part time, you are eligible to be an ECYA/School Counseling candidate, provided your counseling employment is equivalent to three years of full-time counseling.

**Have you held a valid state teaching license (or met the licensure requirements established by your state for a “school counselor” and held that valid license if you applied for the ECYA/School Counseling certificate) for each of the three years of employment you verify? Employment under an intern or a similar teaching license does not meet the licensure prerequisite.**

Your state teaching or school counseling license must have been unencumbered (e.g., not suspended or revoked) while you were employed as a teacher or school counselor. Teachers who are or were employed in a facility that requires a state-issued license must hold a valid license during their candidacy period. If part or all of the employment you are verifying was served at a facility in which a state teaching or school counseling license was not required (e.g., private school, parochial school, school outside the United States, or early childhood facility), you must submit proof of this information if requested.

### **Verifying Your Eligibility**

During the registration process, first-time candidates will be required to attest that all eligibility prerequisites will be met before starting the certification process. By attesting to meeting these requirements, you represent the information is true and understand that if misrepresented or falsified, you will be withdrawn from the National Board Certification process or if granted, National Board Certification will be revoked.

National Board will routinely audit first-time candidate records and request proof of meeting these requirements. If you are randomly selected for an audit, by the audit deadline you must provide supporting documentation demonstrating you met the eligibility requirements. If you are deemed ineligible at any point, you will not receive a refund of the registration fee, any service fees, or the assessment fee for any completed components.

### **Audit**

Candidates who are being audited for eligibility will be notified by the National Board via email within 30 days of registration\*, and will then have until the registration deadline to return the appropriate verification forms located in the [Eligibility Verification Forms and Instructions](#). You will be notified of your eligibility status within 30 days of receipt of the completed verification forms. Candidates who do not return the appropriate forms and documentation within the specified time frame will be deemed ineligible and their registration will be withdrawn.

*\*Note: Candidates who register between April-August 1 will be audited in September.*

### **Additional Prerequisite for World Languages Candidates**

The National Board for Professional Teaching Standards’ Board of Directors adopted a prerequisite policy for the World Languages certificate area. In addition to the National Board candidate eligibility prerequisites, to be eligible to achieve National Board Certification, World Languages candidates must meet the National Board World Languages Standards for language proficiency by

providing official American Council on the Teaching of Foreign Languages (ACTFL) Speaking and Writing Proficiency Certificates with a rating at or above the required level.

World Languages candidates must obtain ACTFL certificates with ratings of Advanced Low or higher on ACTFL's speaking proficiency and writing proficiency assessments. ACTFL certification of Advanced Low or higher from any version of the Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT), such as OPIc Advanced Level Check – Speaking and Advanced Level Check – Writing, will be accepted.

If you are registering for the World Languages certificate, you must:

- Obtain both ACTFL speaking and writing certificates no more than two years prior to the registration deadline of your initial year of candidacy (the year in which you complete your first component and did not withdraw) and no later than June 30 of the assessment cycle in which you complete initial testing on all four National Board components. The two certificates do not need to have the same issue date.
- Receive a rating of Advanced Low or higher on both ACTFL speaking and writing certificates.
- Submit copies of your current ACTFL certificates using the National Board [web form](#), located on the [Contact Us](#) page of the National Board website. Include your name, National Board candidate ID, and copies of both of your ACTFL certificates in the email. ACTFL certificates from both speaking and writing proficiency assessments must be submitted at the same time.

### Obtaining Your ACTFL Certifications

The National Board, in partnership with ACTFL, will provide each candidate a discounted price of \$60.00 plus a \$35.00 remote proctoring fee to take or retake either the ACTFL Advanced Level Check – Speaking or ACTFL Advanced Level Check – Writing. Candidates should register for and schedule tests at <https://tms.languagetesting.com/IndividualSite/>.

### Scheduling Your ACTFL Assessments

To register for an account, begin by [clicking here](#).

1. Select "Buy a Test" to buy a test and create an account.
2. Click on "Get Started"
3. Select "No" for "Are you testing for State Teacher Certification"
4. Enter Institution "National Board for Professional Teaching Standards – Individual"

If you already have an account, begin by [clicking here](#).

1. Enter Email Address and Password then click on "Login".
2. From your account, click on "Apply for an ACTFL Test" at the top of the screen under
3. "ACTFL TEST APPLICATION"
4. Click on "Get Started"
5. Select "No" for "Are you testing for State Teacher Certification"
6. Enter Institution "National Board for Professional Teaching Standards – Individual"

Follow the prompts to continue through the test registration system. After your test is scored, an electronic certificate will be emailed to you from Language Testing International. The certificate will display your rating on the ACTFL scale.

For assistance, contact Language Testing International at (800) 486-8444, ext. 751, or email [customercare@languagetesting.com](mailto:customercare@languagetesting.com).

*\*Tests are available on demand, and are not technically scheduled with LTI, they are merely activated.*

## Submitting Your ACTFL Certifications

After you have completed the National Board registration process and submitted payment of the nonrefundable and nontransferable \$75 fee, your evidence of language proficiency will be accepted.

Submit copies of your ACTFL certificates using the National Board [web form](#), located on the [Contact Us](#) page of the National Board website. You must include your name, National Board candidate ID, and copies of both of your ACTFL certificates. ACTFL certificates from both speaking and writing proficiency assessments must be submitted at the same time.

\*Your ACTFL certificates are still valid for National Board Certification if you registered in:

- 2022-23 and have ACTFL certificates that were issued on or after February 28, 2022.
- 2022-23 and have ACTFL certificates that were issued on or after February 28 2021.
- 2021-22 and have ACTFL certificates that were issued on or after February 28, 2020.
- 2020-21 and have ACTFL certificates that were issued on or after February 28, 2019.

**For additional information regarding the ACTFL requirement, please review our [EAYA World Languages Candidates Prerequisite FAQ](#).**

## Fees

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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.nbpts.org/sign-in](http://www.nbpts.org/sign-in).

Fee Type	Details	Amount	2019-20 Cycle Deadline	2020-21 Cycle Deadline
Registration fee*	Assessed to your account at the beginning of each assessment cycle. You will not be able to select a component without payment of this nonrefundable and nontransferable fee.	\$75	No later than February 28, 2020	No later than February 28, 2021
Component 2-4 Fee	Required for each attempt (initial and retake) of all portfolio components.	\$475 per component	February 28, 2020	February 28, 2021
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	February 28, 2020	February 28, 2021

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, 2020	February 28, 2021
Component 1 Reauthorization Fee	If you miss your assessment center testing appointment or do not cancel within 24 hours, you must be reinstated before you can schedule a new appointment.	\$175	August 30, 2020	August 30, 2021
Returned Check Fee	This fee may be assessed if your personal check is returned for non-sufficient funds.	\$35	30 days after notification	30 days after notification

\*Note: The Registration fee *must* be paid online via credit or debit card (Visa or MasterCard only), or via electronic check. This fee is required for each cycle in which you purchase a component(s).

**The National Board reserves the right to change the fees stated above.**

## Withdrawals, Refunds, and Reinstatements

### Component Withdrawal

During a given assessment cycle, you are expected to complete any components for which you register and pay. 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 the withdrawal deadline has passed, we recommend that you consider completing your selected component(s) by the established deadlines as the assessment fees are nontransferable and even if you do not complete the component(s), the assessment year will count toward your five-year window to pursue certification.

### Registration Withdrawal

If circumstances require you to end your candidacy, you can withdraw your entire registration. By withdrawing your entire registration, you are cancelling your candidacy and will be required to apply anew if you wish to continue pursuing certification at a later time.

- If you are a first-time candidate and have not completed a component(s) (i.e. you have not submitted a portfolio or tested at the assessment center), you can withdraw your registration through your National Board [account](#) prior to the withdrawal deadline by clicking "Service Requests" from the left-hand navigation menu. **Note:** You must first withdraw all currently purchased components before you will be permitted to withdraw your entire registration (see Component Withdrawal).
- If the withdrawal deadline has passed OR if you have completed one or more components in a previous cycle (i.e., you submitted a portfolio or tested at the assessment center), you can withdraw your registration by contacting our Customer Support team – this service is not available online.

### Automatic Withdrawal

You must purchase at least one component to be considered an active candidate and must complete the initial attempt of all four components within the first three years of your candidacy.

- If you are a first-time candidate and do not purchase a component by the deadline, your registration will be automatically withdrawn and your candidacy will be cancelled. You will be required to apply anew if you wish to continue pursuing certification at a later time.
- If you are a returning candidate and do not purchase a component by the deadline, only your registration for the current cycle will be withdrawn. All previous registrations, component submissions, and scores will remain intact. Note: You can have a year when you take or retake no components; however, it does not extend your three-year window to initially attempt each of the four components or the five-year window within which certification can be achieved.
- If you are a returning candidate in your third year of candidacy and have not completed the initial attempt of all four components by the deadline, your registration will be withdrawn and your candidacy will be terminated. You will be required to apply anew if you wish to continue pursuing certification at a later time.

Withdrawal details:

Type of Withdrawal	Implications
Component Withdrawal	<p>Any component(s) not withdrawn prior to the withdrawal deadline must be completed during the assessment cycle in which the component(s) was purchased.</p> <p>Component(s) not withdrawn and not completed during the assessment cycle <b>will</b> count toward your five-year window to pursue certification and toward the three attempts allowed for each component.</p> <p>Assessment fees are nontransferable regardless of the circumstance.</p> <p>Please refer to page 12 for information about refunds.</p>
Registration Withdrawal	<p>All score(s) for component(s) completed during your five-year window to pursue certification will be forfeited.</p> <p>You will be required to apply anew as a first-time candidate for future attempts at National Board Certification. The following rules apply:</p> <ul style="list-style-type: none"> <li>• If you previously submitted components for scoring and wish to register again in the <i>same</i> certificate area, you must wait until the next assessment cycle.</li> <li>• You can register again in a <i>different</i> certificate area without restriction. Refer to page 12 for the registration deadline.</li> </ul>
Automatic Withdrawal	<p>You will be required to apply anew as a first-time candidate for future attempts at National Board Certification.</p> <p>Returning candidates: Only your registration for the current cycle will be withdrawn. All previous registrations, component submissions, and scores will remain intact.</p>

**Note:** The National Board may withhold your scores if you withdraw your registration or any components after the established deadline. Additionally, the National Board will continue to maintain sole ownership of all assessment-related materials you have submitted notwithstanding any such withdrawal on your part.

### Refunds

If you withdraw prior to the withdrawal deadline, you are eligible for a refund, less the nonrefundable and nontransferable \$75 registration fee and any service fees. Refunds take 4-6 weeks to process.

**Note:** Funding received from Third-Party Payers (TPP) will be refunded to the TPP's National Board account. TPPs who wish to have refunds returned directly to their organization must request the refund in writing, using the [Third-Party Payer web form](#).

You are NOT eligible for a refund if the withdrawal deadline has passed.

### Reinstatements

If you have withdrawn your entire registration and wish to be reinstated before the withdrawal deadline, please contact Customer Support at 1-800-22TEACH.

### Exceptions

If you have encountered an unexpected hardship and have missed the withdrawal deadline, the National Board may consider offering an exception to published dates, deadlines, and policies such as a late withdrawal and refund; an extension to the portfolio submission window; an extension to the assessment center testing window; or other reasonable accommodation provided you are able to submit evidence of an insurmountable issue that will prevent you from completing the submission/testing requirements by the published deadlines.

The National Board will consider requests based on personal and/or family illness, military deployment, death of an immediate family member, adoption, visa rejection, and natural disaster. The following hardships do not qualify for an exception: financial hardship, changes in teaching assignment, work schedule conflicts, and failure to adhere to National Board policy.

For more information on this exception service, please contact our Customer Support team using the [National Board web form](#) or by calling 1-800-22TEACH.

**Note:** Submitting a request with supporting documentation does not guarantee an exception to policy. Although requests are considered on a case-by-case basis, exceptions are typically reserved for those impacted by unforeseen issues. All National Board candidates and Board Certified Teachers are required to express their understanding of National Board policies and deadlines during the registration process. Circumstances that predate National Board registration (or component purchase) may not be considered.

## Scholarships and Rewards

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### Scholarships

Through the generosity of corporate and foundation partners, National Board is periodically able to offer a limited number of scholarships to help offset a portion of the fees for National Board Certification. Scholarships are allocated under the guidelines set by the donors. If you have selected a component and you meet the guidelines for receiving any remaining scholarship funds, you will be notified via email with required next steps. Please note that funding is limited and you should not rely on a scholarship to cover your component fees.

## Incentives and Fee Support

Various states and local school districts have recognized the value of National Board Certification by offering salary increases, bonuses, or other incentives to educators who become NBCTs. There may also be some state and/or local funds available to support National Board Certification fees.

Before you register, contact your state or local program administrator for information about fees and incentives available in your state, as well as for any special application requirements that may apply. Many states set candidate application deadlines that differ from those set by the National Board, but the state application deadlines must be met for a candidate to be eligible for state fee support.

Learn more about how states and school districts support National Board Certification at [www.nbpts.org/in-your-state](http://www.nbpts.org/in-your-state).

## What Next?

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In our ongoing efforts to streamline the certification process, we use a paperless delivery system. Standards and other assessment documents are available at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). You'll need to check our website and your email regularly for updates and information.

### Before registering

- Confirm you meet the eligibility prerequisites
- Review the National Board Standards, Scoring Guide, General Portfolio Instructions, and certificate-specific component instructions for your certificate area at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)

### Register and begin the process

- Go to [www.nbpts.org/sign-in](http://www.nbpts.org/sign-in) to register and pay the \$75 nonrefundable and nontransferable registration fee
- Select the components you'd like to complete during this assessment cycle; you must complete this step to be considered an active candidate and even if you are receiving third-party financial support. All fees must be paid prior to the payment deadline. Registrations with no component purchases will be withdrawn after the deadline.
- Prepare for portfolio submission and assessment center testing
  - Download the National Board Standards, component instructions, and scoring rubric for your certificate area at [www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/](http://www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/)
  - Review the ePortfolio tips, tools, and tutorials at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/)
  - Review the assessment center policy documents, tutorials, and FAQs at [www.nbpts.org/national-board-certification/candidate-center/assessment-center-testing/](http://www.nbpts.org/national-board-certification/candidate-center/assessment-center-testing/)

Candidates with purchased components will:

- Receive an email prior to the start of the testing window authorizing them to schedule their appointment to complete the computer-based assessment (Component 1)
- Receive an email prior to the ePortfolio submission window providing their voucher codes and login information to upload and submit their portfolio entry(s)

## Communications

Email will be our primary means of communication throughout your candidacy. Ensure you receive important updates and information by keeping your preferred\* email address updated in your account and adding NBPTS.org and Pearson.com to your safe senders list so emails are not filtered to spam.

*\*Note: You are encouraged to use your personal email address as your primary email address.*

## Portfolio Submissions

The three portfolio components must be submitted electronically for scoring using our online submission system. You will receive information about using the ePortfolio system during your candidacy. Prepare your submissions using the General Portfolio Instructions and certificate-specific component instructions online at [www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/](http://www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/).

## Assessment Center Testing

Component 1: Content Knowledge is administered at computer-based testing centers across the United States. Once test centers are ready to accept appointments you will receive an email with instructions for scheduling your appointment. Prior to scheduling your appointment, you should review [Component 1: Content Knowledge Assessment Center Policy and Guidelines](#) for important information about the testing process and how to prepare for a computer-based assessment.

If you have a disability that necessitates an accommodation under the ADA for any component of the National Board Certification process, your request must be made using the form and instructions found in the [Request for Testing Accommodations Form and Instructions](#). You are urged to submit your request form as early as possible to allow 6–8 weeks for the National Board to review your request for accommodation(s) and make all appropriate arrangements for you to be able to attend the assessment center on your preferred testing date.

The deadline to submit your request for portfolio component accommodations is February 28. The deadline to submit your request for assessment center testing accommodations is April 1.

## Scoring

National Board Certification is a standards-based assessment. Your score reflects the degree to which assessors were able to locate clear, consistent, and convincing evidence that you have met the National Board Standards specific to your certificate area. Scoring rubrics are available in the component instructions. When results are reported, you will receive a score for each component attempted, as well as information to assist you in making decisions on whether or not to retake.

You are required to demonstrate your teaching practice in your selected certificate area and with students in the stated age range for your certificate area. Failure to use an appropriate class or students in the stated age range will make your portfolio component unscorable.

The reliability of scores assigned to candidate performance is supported by maintaining the standardized training and scoring protocols that National Board has developed and refined since the certification program was first offered. For this reason, all scoring events for portfolio components and constructed response items occur under the direction of experienced trainers and content specialists who are tasked with ensuring that the integrity of the process is maintained.

One or more assessors in each certificate area score each candidate's portfolio responses. All Component 1: Content Knowledge constructed response items are scored by two independent assessors. The selected response items in Component 1: Content Knowledge are machine-scored. For detailed information on the scoring process, the scores required to achieve National Board Certification, and the score report, review the [Scoring Guide: Understanding Your Scores](#), located on the National Board website.

## National Board Policies

The National Board makes every effort to ensure that the National Board Certification process is fair for all applicants. National Board is committed to examining and refining its policies continuously in ways that benefit all candidates and enhance its delivery of efficient and high-quality services. The following policies (in italics, below) have been adopted by the Board of Directors and are applicable to National Board Certification.

NOTE: The National Board’s policies and procedures relating to assessment and certification, as set forth in this Guide and in the sources referenced in this Guide, are subject to change at the sole discretion of National Board for Professional Teaching Standards, as it deems necessary for the betterment of the program.

### Candidates with Disabilities

It is the policy of the National Board for Professional Teaching Standards to comply with the *Americans with Disabilities Act of 1990 (ADA)* regulations governing both facilities and administration. The National Board program is committed to serving candidates with disabilities by providing services and reasonable accommodations that are appropriate given the purpose of the assessments. If you have a disability that necessitates an accommodation under the ADA, your request must be made using the [Request for Testing Accommodations Form and Instructions](#).

You are urged to submit your request form as early as possible to allow 6–8 weeks for review. All requests for accommodations must be approved in accordance with National Board policies and procedures. The deadline to submit your request for portfolio components is February 28. The deadline to submit your request for assessment center testing is April 1.

### Confidentiality Guidelines

- I.*** *The National Board for Professional Teaching Standards will take precautions so that all information about a candidate’s candidacy and performance is strictly confidential. The names, school districts, certificate areas, and certification expiration dates of National Board Certified Teachers will be published and NBCT mailing addresses will be shared with public officials representing NBCTs’ jurisdictions. Candidate scores will not be published or released by the National Board without prior written consent. The National Board will release certification decision information only to the candidate seeking National Board Certification unless the National Board receives written authorization from the candidate.*
- II.*** *Any candidate who accepts full or partial payment of the assessment fee by a third-party agency is deemed to have given permission to the National Board for release of the certification decision to that third-party agency.*
- III.*** *During the application process, the National Board will collect information necessary to communicate with candidates, to verify that candidates have met eligibility requirements, and to conduct research projects.*
- IV.*** *On the application, the National Board offers potential candidates the option of having limited candidate information released to third-party agencies that may provide incentives, supports, and rewards for teachers/school counselors seeking National Board Certification. Such agencies may include national, state, and local professional and disciplinary associations whether or not the candidate is a member of such associations, state education agencies, county education agencies, local school districts, and community foundations. Candidates who do not wish to have their names released for this purpose can indicate this*

preference on the application form; however, doing so may result in missed opportunities for candidacy funding support. Candidates who accept full or partial funding from a third-party agency are deemed to have authorized permission for release of information to that third-party agency, regardless of the preference indicated on their application.

- V.** Upon full or partial payment of a candidate's assessment fee by a third-party agency, the National Board will provide the candidate's completion and certification status to the third-party agency. Neither total scores nor individual exercise scores will be released to third parties.
- VI.** The National Board will establish procedures requiring that all employees, contractors, assessors, or administrators who have access to information about the identity or performance of candidates understand the strictly confidential nature of this information.
- VII.** National Board will take precautions to assure that written and electronic confidential information is reasonably protected.
- VIII.** The National Board will assure that when research data are shared, any information about the identity or performance of individual candidates will be concealed.

### **Policy on Denial or Revocation of Certification Based on Misconduct**

Revised November 2017

The National Board for Professional Teaching Standards (NBPTS) reserves the right to deny certification to a candidate or to revoke NBPTS certification of a teacher for certain forms of misconduct. This policy sets forth the type of misconduct that can result in a denial or revocation of certification, and describes applicable procedures.

The purpose of this policy is to maintain the integrity of National Board Certification and to prevent any candidate from gaining an unfair advantage over others. It applies to all candidates for National Board Certification and to all teachers who hold a certificate from NBPTS as a National Board Certified Teacher.

#### **I. Misconduct Warranting Denial or Revocation of Certification**

Certification may be denied or revoked for any candidate or certificate-holder who, in the sole judgment of NBPTS:

- A. Has knowingly misrepresented or falsified material information in connection with an application, credentials, assessment documentation, or other information submitted to NBPTS or any of its agents; or
- B. Has knowingly misrepresented or falsified material information regarding his or her National Board Certification; or
- C. Has knowingly engaged in inappropriate conduct in connection with the certification process or renewal of the certification process, including but not limited to:
  - 1. Violation of confidentiality obligations imposed under applicable NBPTS policies, including sharing, publishing, electronically distributing, or otherwise disclosing or reproducing secure assessment materials or information;
  - 2. Obtaining improper access to secure assessment materials or information prior to the administration of an assessment;
  - 3. Violation of NBPTS policies that describe or limit permissible collaboration with others;
  - 4. Noncompliance with other assessment policies, procedures, or instructions;

5. *Any other form of misconduct that might compromise the integrity of the certification process; or*
- D. *Has been convicted of a felony, has had a teaching license denied, suspended or revoked, or, in the case of an unlicensed teacher, has been fired or suspended, where the conduct leading to such an outcome has involved:*
  1. *Child abuse;*
  2. *Job-related crimes;*
  3. *Violent crimes against persons; or*
  4. *Other conduct of similar severity that NBPTS determines is inconsistent with the standards required of a National Board Certified Teacher.*

*Any denial or revocation of certification under this policy shall be subject to the following procedures.*

## **II. Initial Investigation**

- A. *A three-person Initial Review Panel (IRP) will investigate instances of possible misconduct that fall within the scope of this policy. Based upon information gathered in that investigation, the IRP will decide whether certification should be denied or revoked based on the criteria in the preceding section. The decision must be supported by at least two of the three panel members, all of whom shall be current full-time employees of NBPTS.*
- B. *If the IRP concludes that misconduct has occurred, it may impose appropriate sanctions, including but not limited to:*
  1. *Denial of certification and withholding of score report, with leave to retake one or more assessment exercises;*
  2. *Denial of certification and withholding of score report, with exclusion from future participation in the assessment program (permanent or for a specified period of time); or*
  3. *Revocation of certification.*
- C. *A member of the IRP shall not participate in any decision where either the member or the President of the NBPTS determines that a disinterested third party could reasonably question whether the member is able to act fairly and impartially. If a member of the IRP cannot participate in a given initial review for any reason, a replacement member will be selected who is also be qualified to serve on the IRP.*
- D. *The IRP will notify in writing any candidate or teacher who is being investigated for possible misconduct. The notice will provide a general description of the conduct that is the subject of the investigation and will ask the candidate or teacher to provide a written response. Candidates will be given at least fifteen (15) calendar days to provide their responses.*
- E. *The IRP may request additional information from a candidate or teacher who is being investigated for possible misconduct. Candidates and teachers shall cooperate in good faith and on a timely basis with any such request. The IRP may also ask NBPTS staff to provide information that the IRP believes may be relevant to its investigation.*
- F. *All decisions by the IRP will be based upon the written record. The IRP will provide a*

written decision to the candidate or teacher that includes a general description of the IRP's findings and the information that the IRP relied upon in making those findings. The decision will also state what sanctions, if any, the IRP has imposed in light of its findings.

- G. If a candidate or teacher does not request further review of an IRP decision pursuant to the appeal process provided below, the findings and decision of the IRP will constitute the final decision of the NBPTS.

### **III. Appellate Review**

- A. A candidate or teacher may appeal a decision by the IRP by submitting a written request for further review and payment of the required fee. The appeal should be submitted to NBPTS and clearly marked "ATTENTION: CERTIFICATION APPEALS."
- B. All appeals must be submitted within twenty (20) calendar days of the candidate's or teacher's receipt of the IRP's written decision. If an appeal is not timely, it will not be considered and the decision of the IRP will be final.
- C. In order to have a decision by the IRP overturned, a candidate must provide substantial evidence that the IRP made a clear error in its fact findings. Candidates should be as specific as possible in describing any such alleged error and should provide whatever supporting documentation they would like to submit.
- D. Appeals will be decided by an Appellate Review Panel (ARP). The ARP shall consist of three persons, each of whom shall be appointed by the Certification Council of NBPTS to serve three (3)-year terms and shall not serve more than two (2) consecutive three (3)-year terms. All ARP members shall be "teaching professionals" defined as persons who spend half or more of their work time in direct contact with PreK - 12 children in a teaching capacity, or in serving as mentors or coaches to teachers and their students in an instructional setting. The majority of the ARP members shall be National Board Certified Teachers. No panel member may serve more than two consecutive three-year terms. A member of the ARP may resign at any time by notifying the Certification Council of NBPTS in writing. Such resignation shall take effect at the time specified by the resigning member, or, if no time is specified, on receipt by the Certification Council of the notice of resignation.
- E. Action by the ARP shall be by majority vote, with at least two supporting votes required for any decision. The ARP may meet in person, by telephone, or by videoconferencing.
- F. A member of the ARP shall not participate in any decision where either the member or the Certification Council of NBPTS determines that a disinterested third party could reasonably question whether the member is able to act fairly and impartially. If one or more members of the ARP cannot participate in a given appeal, the Certification Council shall appoint one or more persons on an interim basis if necessary for the appeal to be decided, provided that any replacement member must also be qualified to serve on the ARP.
- G. The ARP may request additional information from a candidate or teacher who is appealing a decision by the IRP. Candidates and teachers shall cooperate in good faith and on a timely basis with any such request. The ARP may also ask NBPTS staff to provide information that the ARP believes may be relevant to an appeal.
- H. In almost all instances, the ARP will decide the appeal on the basis of the written record. The ARP may, in its sole discretion, schedule an oral hearing if it believes that a hearing is warranted, to be held at a time and place to be determined by the ARP.
- I. Absent unusual circumstances, the ARP will decide all appeals within ninety (90) calendar days after it receives a candidate's appeal letter. Requests by the ARP for

*additional information might result in a longer decision period.*

- J. *After reviewing a candidate's appeal letter, supporting documentation, and any other information that the ARP deems relevant to the appeal, and conducting any hearing that the ARP believes to be warranted, the ARP shall provide the candidate with written notice of the ARP's decision. If the ARP overturns the decision of the IRP in any respect, the written notice shall so state and shall inform the candidate of the ARP's findings and the relief that will be provided.*
- K. *If the ARP overturns the IRP in any respect, it may provide the following relief:*
  - 1. *Withdrawal of the denial or revocation of certification; or*
  - 2. *Removal of any limitations on the individual's right to retake one or more assessments or to participate prospectively in NBPTS certification programs; or*
  - 3. *Such other relief as the ARP deems to be warranted.*
- L. *If the ARP affirms the decision of the IRP, the written notice shall so state and shall briefly describe the information considered by the ARP and the reasons for its findings.*
- M. *The decision of the ARP shall constitute the final decision of NBPTS and shall not be subject to any further internal appeal or judicial challenge by the candidate.*
- N. *Upon the conclusion of any appeal, or the expiration of the appeal period, the name of any teacher found to have engaged in misconduct will be removed from all NBPTS official listings of National Board Certified Teachers.*

#### **IV. Filing Fee**

- A. *NBPTS shall establish a filing fee that must be paid by candidates or teachers who appeal a decision by the IRP. The amount of the filing fee will be published on the NBPTS website or otherwise made available to candidates. NBPTS may revise the amount of that fee from time to time.*
- B. *If the ARP concludes that a candidate has substantially prevailed in appealing a decision by the IRP, the filing fee paid by the candidate or teacher will be reimbursed.*

#### **V. Notice to Legitimately Interested Third Parties**

- A. *In the interest of protecting the integrity of the teaching profession and National Board Certification, NBPTS reserves the right, at its sole discretion, to provide legitimately interested third parties with the following information regarding teachers whose certification has been revoked by NBPTS:*
  - 1. *Teacher name, last-known address and last-known school*
  - 2. *Action taken by NBPTS, and date of that action*

#### **VI. Reports to NBPTS Board**

*The NBPTS Board of Directors shall be informed of all instances in which a certification is denied or revoked under this policy.*

## Maintenance of Certification

National Board Certified Teachers have requested a simplified and less expensive way to maintain National Board Certification that, like the certification renewal process, allows them to reflect on their practice and professional growth.

Hearing those requests, the National Board for Professional Teaching Standards' new Maintenance of Certification (MOC) process is being designed to ensure that Board-certified teachers are continuing to grow professionally while maintaining a strong impact on student learning. As in other professions, Maintenance of Certification allows National Board Certified Teachers (NBCTs) to demonstrate to colleagues, the public, students and themselves that they continue to meet high standards of accomplished practice throughout their careers. The goal of MOC is to ensure all National Board Certified Teachers can continue to experience professional learning and growth as a practitioner while maintaining a focus on student learning.

The new Maintenance of Certification process requires Board-certified teachers to demonstrate their knowledge and skills every five years. This change is designed to make ongoing certification efficient and professionally meaningful, so it can become the norm in the teaching profession. And, the five year timeline is aligned with the majority of state licensure systems.

For more information on the latest MOC developments and commonly asked questions and their answers, go to the [Maintenance of Certification Questions & Answers](#). This Guide will be updated with additional information as it becomes available.

## Score Verification Service

The Score Verification Service offers candidates the option to have one or more scores verified. A fee of \$75 per score verified, which can be paid by credit card online, is charged to the candidate for this service. No explanation of the request is required and a response is guaranteed within 30 days. In the past, many candidates who filed an appeal could have first verified the accuracy of their results at a lower cost through score verification. The National Board strongly encourages candidates to make use of the Score Verification Service before deciding if an appeal is in their best interest.

Score Verification Service is only available for 30 days after score release. For more information on the Score Verification Service, please contact our Customer Support team at 1-800-22TEACH.

## Policy on Appeals of Denials of Certification Based on Scoring Decisions

*Revised November 2017*

### I. Background

*Candidates may appeal a denial of certification that results from the scores they achieved on their portfolio submissions and their assessments. This policy governs such appeals.*

*NBPTS strongly encourages candidates to use the Score Verification Service prior to filing an appeal from a scoring-related denial of certification. In the past, many candidates could have verified the accuracy of their results more efficiently by using this service.*

*Because the cost to file an appeal is significant, NBPTS also believes it is important to disclose to candidates that most candidates who file an appeal do not establish good cause as required by and defined in this policy. To avoid expending time and money unnecessarily, candidates are encouraged to carefully consider how good cause is defined under this policy when deciding whether it is in their best interest to file an appeal.*

### II. Grounds for Appealing

- A. *It is the policy of NBPTS to alter a report of scores relating to a candidate's portfolio*

submission or performance on an assessment only where the candidate has demonstrated **good cause** as to why relief is warranted.

- B. To establish good cause to support an appeal, a candidate must identify some particular circumstance that makes it fundamentally unfair for NBPTS to maintain the scoring decision(s) previously released to the candidate. The circumstance must consist of an event or occurrence that (i) is **beyond the control of the candidate**; (ii) **does not involve illness, anxiety or other similar personal circumstances** that the candidate experienced while teaching or testing; and (iii) **affected the candidate's performance** on the applicable assessment **or precluded the candidate from meeting an applicable deadline** for submitting assessment material for evaluation.

The type of circumstances that will meet the required showing are extremely limited. Examples may include an event at a testing center that significantly disrupts administration of the assessment, or a candidate's inability to submit in a timely manner all required components of a portfolio entry because of the extended unavailability of the NBPTS ePortfolio system.

- C. NBPTS carefully reviews all assessment materials, the scoring process, and applicable performance standards to assure itself that they are valid and reasonably reliable means of arriving at certification and scoring decisions. Accordingly, for purposes of this policy, a candidate will **not** establish good cause to support a request for reconsideration of a scoring decision by stating, for example, that:
1. The candidate or others believe that one or more of the exercise scores received by the candidate do not accurately reflect the quality of the candidate's performance or teaching abilities; or
  2. The candidate or others disagree with, seek an exception from, or challenge a performance standard that has been adopted by the NBPTS, the portfolio instructions, or scoring processes; or
  3. The candidate failed to understand or follow NBPTS policies or procedures (as outlined in the Guide to National Board Certification and the online Assessment Center Policy and Guidelines), failed to understand or follow an instruction in the assessment materials, failed to submit documents or to do so in a timely manner, or failed to perform in a manner that best presented the candidate's qualifications for certification. Please note this includes, but is not limited to, a candidate's failure to report test center problems within seven days after a testing appointment.
- D. There are no circumstances under which a mere disagreement with the score given to a portfolio entry or assessment center exercise on an assessment will constitute good cause or result in the award of additional "points."
- E. This policy applies regardless of how close a candidate comes to achieving certification.

### III. Procedure and Timeline for Filing an Appeal

- A. Candidates may appeal a scoring decision by submitting a letter of appeal in accordance with the following instructions:
- B. Submit a letter by regular mail or commercial delivery service with the filing fee to NBPTS, ATTENTION: CERTIFICATION APPEALS.
- C. Candidates must include in the letter all pertinent details supporting the appeal, as well as any supporting documentation. The letter and any supporting documentation should be specific and only materials that are directly relevant to showing "good cause," as defined in this policy, should be submitted

- D. *The letter of appeal must be postmarked within 60 calendar days of the date that is printed on the score report, and it must be received by NBPTS within a reasonable time of being postmarked.*
- E. *A candidate can only appeal a scoring decision within the 60-day period following the release of the decision that is the subject of the appeal. Appeals from scoring decisions rendered in former score release periods will not be considered.*
- F. *If a candidate has not submitted a timely appeal, the scoring decisions will be final and not subject to appeal.*

#### **IV. Resolution of Appeals**

- A. *Appeals from score-related certification decisions will be decided by an Appellate Review Panel (ARP).*
- B. *The ARP shall consist of three persons, each of whom shall be appointed by the Certification Council of NBPTS to serve three (3)-year terms and shall not serve more than two (2) consecutive three (3)-year terms. All ARP members shall be "teaching professionals" defined as persons who spend half or more of their work time in direct contact with PreK - 12 children in a teaching capacity, or in serving as mentors or coaches to teachers and their students in an instructional setting. The majority of the ARP members shall be National Board Certified Teachers. No panel member may serve more than two consecutive three-year terms. A member of the ARP may resign at any time by notifying the Certification Council of NBPTS in writing. Such resignation shall take effect at the time specified by the resigning member, or, if no time is specified, on receipt by the Certification Council of the notice of resignation.*
- C. *Action by the ARP shall be by majority vote, with at least two supporting votes required for any decision by the ARP. The ARP may meet in person, by telephone, or by videoconferencing.*
- D. *A member of the ARP shall not participate in any decision where either the member or the Certification Council of NBPTS determines that a disinterested third party could reasonably question whether the member is able to act fairly and impartially. If one or more members of the ARP cannot participate in a given appeal, the Certification Council shall appoint one or more persons on an interim basis if necessary for the appeal to be decided, provided that any replacement member must also be qualified to serve on the ARP.*
- E. *The ARP may request additional information from a candidate who is appealing a scoring decision. Candidates shall cooperate in good faith and on a timely basis with any such request. The ARP may also ask NBPTS staff to provide information that the ARP believes may be relevant to an appeal.*
- F. *In almost all instances, the ARP will decide the appeal on the basis of the written record. The ARP may, in its sole discretion, schedule an oral hearing if it believes that a hearing is warranted, to be held at a time and place to be determined by the ARP.*
- G. *Absent unusual circumstances, the ARP will decide all appeals within ninety (90) calendar days after it receives a candidate's appeal letter. Requests by the ARP for additional information might result in a longer decision period.*
- H. *After reviewing a candidate's appeal letter, supporting documentation, and any other information that the ARP deems relevant to the appeal, and conducting any hearing that the ARP believes to be warranted, the ARP shall provide the candidate with written notice of the ARP's decision. If the ARP finds that the candidate has shown good cause for the appeal, the written notice shall so state and shall inform the candidate of the*

relief that will be provided. If the ARP finds that good cause has not been shown, the written notice shall so state and shall briefly describe the information considered by the ARP and the reasons for its finding.

- I. *If the ARP concludes that an appellant has shown good cause, it may provide the following relief, subject to such conditions and time limits as the ARP deems reasonable:*
  1. *An opportunity to re-take an assessment;*
  2. *An extension of a candidate's eligibility period for taking an assessment or submitting portfolio content;*
  3. *An opportunity to submit additional materials; and/or*
  4. *Such other relief as the ARP deems to be necessary to avoid fundamental unfairness to the candidate.*

*If the ARP makes a finding that good cause exists to reconsider a scoring decision, the ARP will specify whether that reconsideration should be based on: (1) the documents and performances originally provided by the candidate during the assessment process; (2) the candidate's original documents and performances along with supplemental documents or performances; or (3) new or revised documents or performances to be provided by the candidate. The ARP also shall specify such reasonable conditions or time limits as may be necessary to facilitate an efficient and reasonable reconsideration of the scoring decision in question.*

- J. *A decision of the ARP shall constitute the final decision of NBPTS and shall not be subject to any further internal appeal or judicial challenge by the candidate.*

## **V. Filing Fee**

- A. *NBPTS shall establish a filing fee that must be paid by candidates who appeal a scoring decision under this policy. The amount of that filing fee will be published on the NBPTS website or otherwise made available to candidates. NBPTS may revise the amount of that fee from time to time.*
- B. *If the ARP concludes that a candidate has substantially prevailed in appealing a scoring decision, the filing fee paid by the candidate will be reimbursed.*

## **VI. Reports to NBPTS Board**

*The NBPTS Board of Directors shall be informed of all instances in which a candidate has substantially prevailed in appealing a scoring decision.*

## **Ethics**

Candidates who work as members of a team of teachers or school counselors have an excellent opportunity to collaborate with their peers. However, candidates must adhere to the Ethics and Collaboration guidelines provided in the General Portfolio Instructions. You must submit responses that are unique to your teaching context, feature teaching that you did and work that you oversaw.

Assessors who score(d) portfolios for the National Board may be willing to provide supportive and constructive feedback to you regarding your performance before you submit your portfolio entries for scoring. It would be inappropriate, however, for any person who has served as a member of the National Board scoring staff to make a judgment about the score that a performance should be given if reviewed outside of a formal scoring session. National Board assessors sign a statement agreeing that they will not give their opinions about the potential score that might be assigned to a

performance when reviewing candidate performances outside of the scoring session.

The National Board does not tolerate cheating or confidentiality breaches of any type. Help protect the integrity of National Board Certification. Immediately report breaches of security, misconduct, and/or unethical practice by calling National Board at 1-800-22TEACH (83224).

For important information regarding adherence to ethical behavior that is expected of all National Board candidates and National Board Certified Teachers, see the [National Board Guidelines for Ethical Candidate Support](#).

## Language Accommodations

We recognize that languages other than English are frequently used in the classroom; therefore, for the following circumstances, the accommodations described are allowed.

- **Student Work Samples and Video Evidence with Brief Expressions or Phrases in a Language Other than English.** Student work samples and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary.
- **Student Work Samples and Video Evidence in a Language Other than English.** If you are submitting a student work sample, video evidence, or other type of evidence (e.g., an assessment) in a language other than English, you must include a written English translation for the work sample, video evidence, or other type of evidence in the file with the artifact. For a translation of a video, include the translation at the end of the Written Commentary. Include any necessary student identifiers (but do not include students' last names). Note that the pages of your translation do not count toward your page totals.

If you do not include a translation or explanation, language other than English will not be considered in the scoring of your submission (except brief non-English terms or phrases commonly used by English speakers). Your submission will be scored based on the portions in English and the translations/explanations you provide. It will be scored as zero if the scorable portions do not merit a score of 1 or higher. However, failure to provide a translation or to properly label your translated submission will mean that your response will not be scored.

Your Written Commentary must be written entirely in English in order to be considered for scoring.

## Exceptions

- **English Language Arts.** Candidates seeking certification in this area must submit student work samples and video evidence in English.
- **World Languages.** Assessors for this certificate area are fluent in English and the target language; therefore translations are only required for documentation that is written in a language other than English or the target language.

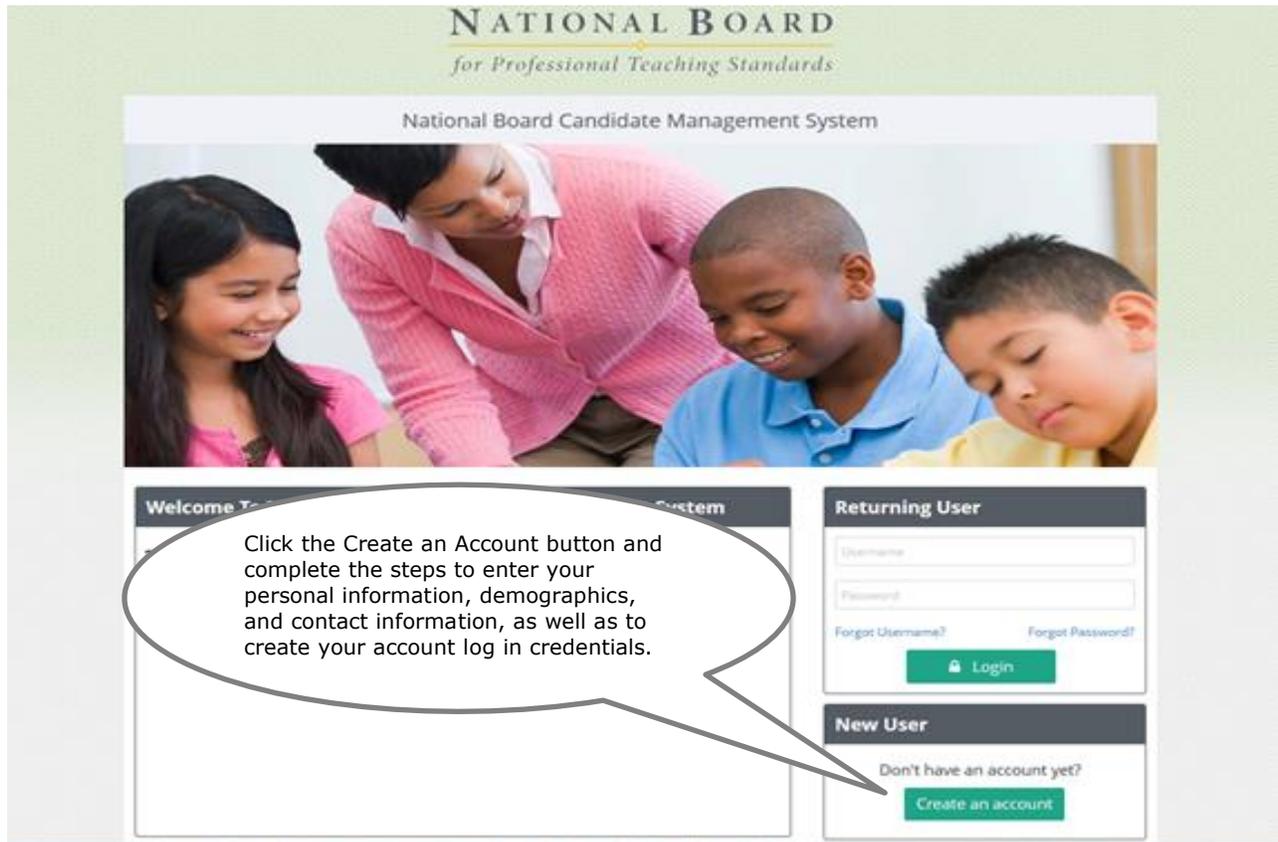
If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate. To help you make the decision whether to pursue certification in one of the available certificate areas, refer to [Choosing the Right Certificate](#) and discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher, or your faculty support group. For more information on submissions in languages other than English, see the component instructions for your certificate.

# National Board Candidate Management System

## Create an Account

The *National Board Candidate Management System* (NBCMS) is where you will create a National Board account, register for National Board Certification, and select and pay for components. You can log into your account at any time to review your status, view payment history, and manage your personal contact information. NBCMS is accessible from the National Board’s website at [www.nbpts.org/sign-in](http://www.nbpts.org/sign-in).

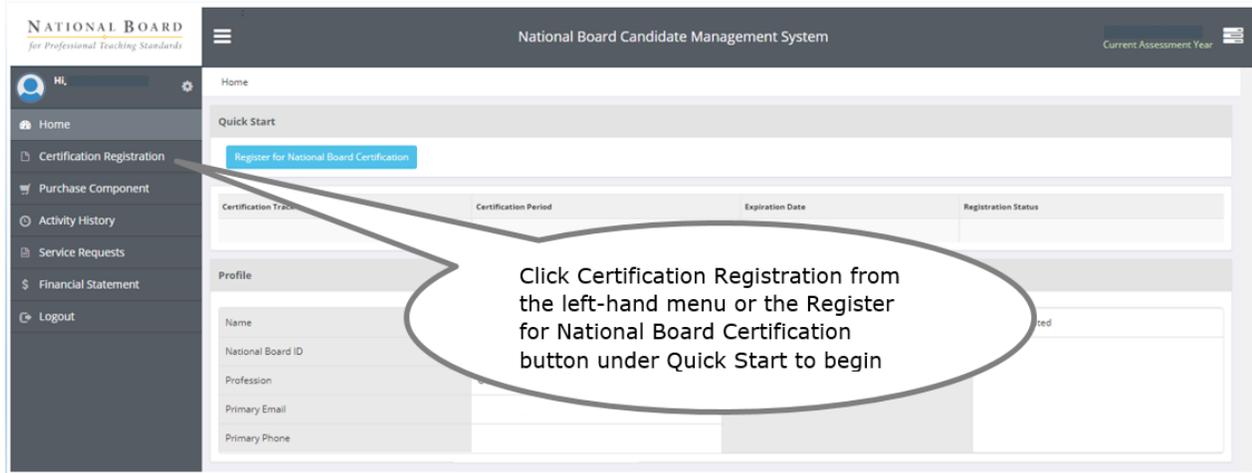
The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate for National Board Certification, you must also complete the steps to register AND purchase components.**



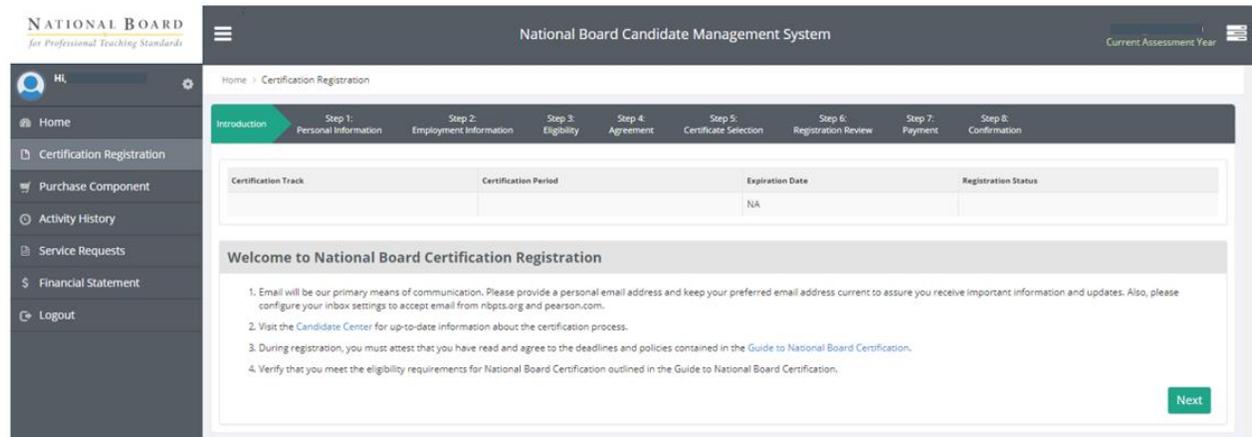
## Register for National Board Certification

### First-time Candidates

Log in to your account at [www.nbptsorg/sign-in](http://www.nbptsorg/sign-in). Click Certification Registration from the left-hand menu or the Register for National Board Certification button under Quick Start to begin the registration process.



The registration process consists of eight steps, ending with the payment of the \$75 nonrefundable and nontransferable Registration fee. An overview of these steps is provided below.



### Step 1: Personal Information

Step one of certification registration requires you to complete the personal information fields, which are divided into six subcategories. Subcategories include: Name, Demographic, Address, Email, Phone, and Education Information.

- Under Education Information, you can enter your Undergraduate and Graduate degrees, as well as specify where you earned your initial teaching license.

### Step 2: Employment Information

Employment information is gathered based on School Type (public or private), School State, School District, School, Grade Level Taught, Years of Teaching Experience, and Union Affiliation. To provide consistency in capturing information, dropdown menus are provided. If your employment information is not listed in the dropdown menu, you may select "Other" and manually input your information. Note: After completing all required fields, you must click "Save" before you can move on to the next step.

### Step 3: Eligibility

Before proceeding to step four, you must confirm you meet the eligibility prerequisites outlined on pages 6-7 of this Guide.

### Step 4: Agreement

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I hereby confirm that I have carefully read the *Guide to National Board Certification* (the "Guide"). I agree to comply with and be bound by all policies and procedures set forth in the *Guide*, and in the sources referenced in the Guide, including but not limited to those relating to confidentiality, deadlines and withdrawal.
- I certify that the information provided is true and correct to the best of my knowledge and belief.
- I understand and agree to the terms of the Certification Denial or Revocation Policy that describes areas of misconduct and consequences of unethical practices.
- I agree that in the event I achieve National Board Certification, the National Board will publish my name in the NBCT directory, along with my state, city, school district, year certified, and certification expiration date.
- I understand that the \$75 Registration fee is nonrefundable and nontransferable, regardless of circumstance.

The Agreement tab also allows you to elect to have your name released to third-party agencies that may provide incentives, support and rewards for teachers seeking National Board Certification. **This election is necessary if you wish to request funding from a third party. Note: You MUST select 'yes' to all policies in order to continue with the registration process.**

### Step 5: Certificate Selection

Here you will select your Certificate Area, Development Level, and Specialty Area (if applicable). You are encouraged to review the [National Board Standards](#), the [Choosing the Right Certificate](#), and certificate-specific component instructions located at [www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/](http://www.nbpts.org/national-board-certification/candidate-center/first-time-and-returning-candidate-resources/) before making your selection.

### Step 6: Registration Review

This step allows you to review and edit the information you've entered. Note: All required fields must be completed in order to proceed to the next step.

### Step 7: Payment

You may pay the \$75 Registration fee by credit or debit card or by electronic check. **Note: Your registration is not complete until this payment has been made.**

### Step 8: Confirmation

Upon payment of the Registration fee, you will be sent an email confirmation with receipt of payment. **Note: Additional steps are required to select and purchase your components.**

## Returning Candidates

If you completed the certification process during a previous assessment cycle, you may register during the current assessment cycle and select a new component(s) or retake a previously completed component(s) by logging in to your account at [www.nbpts.org/sign-in](http://www.nbpts.org/sign-in). **Note: The option to retake a component will be available after score release of the cycle year in which it was originally completed.**

The \$75 nonrefundable and nontransferable Registration fee is required for each cycle in which you plan to purchase and submit components. In order to register for the current assessment cycle, you must first pay this fee. Note: If you are not planning to pursue components in the current assessment cycle, you are not required to pay the \$75 registration fee.

In April each year, your Home page will automatically default to the current assessment cycle. To view information from a previous cycle, click the button located on the upper right of the screen. To register for the current assessment cycle, click the link located under Notifications. The Registration fee can be paid via credit card or electronic check. Once your registration is complete, follow the steps to select and purchase a component(s).

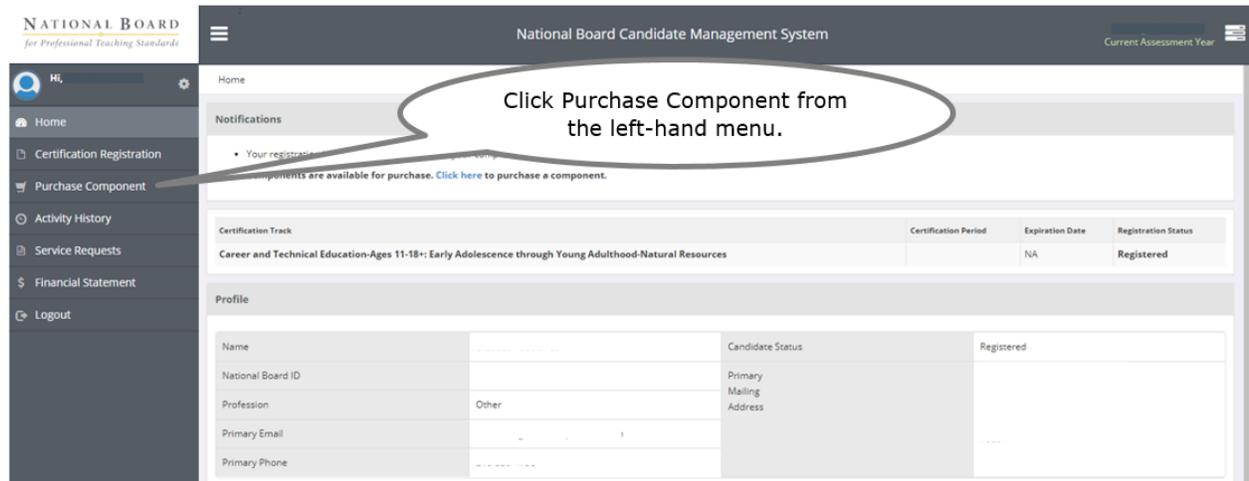
The screenshot shows the National Board Candidate Management System interface. A callout box highlights a button in the top right corner. The interface includes a navigation menu on the left, a 'Home' section with notifications, a 'Certification Track' table, and a 'Profile' section with personal information fields.

Certification Track	Expiration Date	Registration Status
Art-Ages 11-18: Early Adolescence through Young Adulthood	NA	Registered

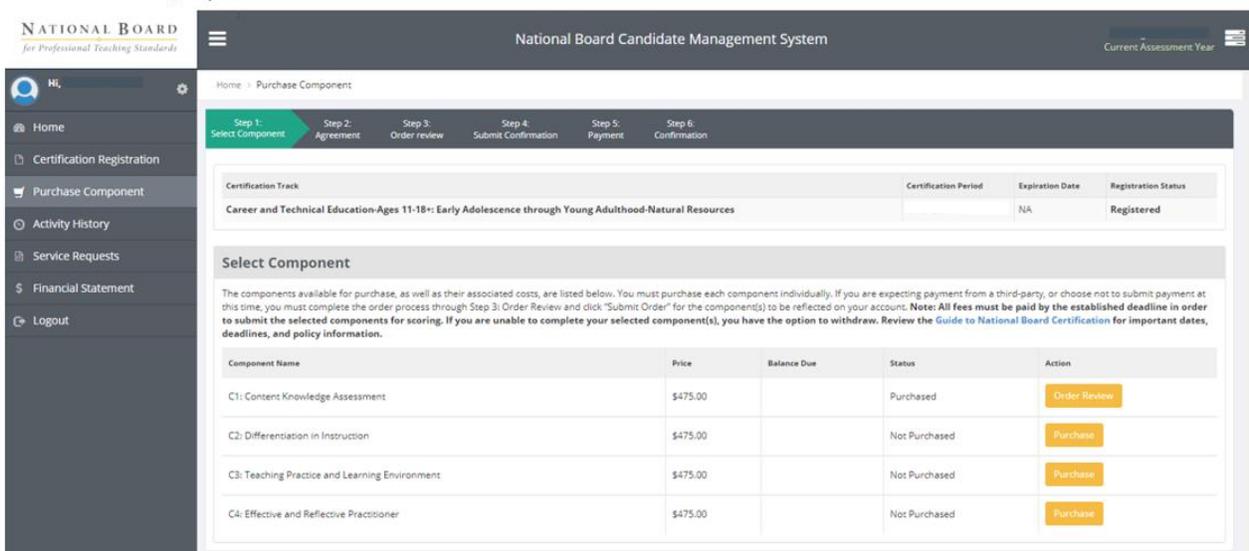
Name	Candidate Status	Certification In Progress
National Board ID	Primary Mailing Address	
Profession		
Primary Email		
Primary Phone		

## Select Components

Log in to your account at [www.nbpts.org/sign-in](http://www.nbpts.org/sign-in) and click Purchase Component from the left-hand menu or the Click Here button under Notifications. Only purchase the components you plan to complete during the current assessment cycle - you must complete this step even if you are receiving third-party financial support and must purchase a component in order to be considered an active candidate for the current cycle.



The component selection process consists of six steps. An overview of these steps is provided below.



### Step 1: Select Component

The components available for your certificate area will be displayed here. You must select and purchase each component individually. **Note: Although payment is not required at the time of component selection, you must complete the order process through Step 3 and click Submit Order for the component to be reflected on your account.**

### Step 2: Agreement

The Agreement tab requires you to select 'yes' or 'no' to the following policies:

- I agree that my assessment materials, once submitted, are the property of the National Board and may be used at the sole discretion of the National Board for assessment, professional development, research, and any other purposes the National Board deems appropriate to further the mission of the organization.
- I understand the deadline for withdrawing and receiving a partial refund as outlined in the Guide to National Board Certification.

### **Step 3: Order Review**

This step allows you to review and edit your component selection. **Note: Although payment is not required at the time of component selection, you must click Submit Order for the component to be reflected in your account and for payments – including any potential third-party payments – to be applied.**

### **Step 4: Submit Confirmation**

Confirmation of the component purchase is provided here. You are also provided with the option to review your activity history and purchase additional components. **Note: If you are expecting payment from a third party, you do not need to move on to Step 5.**

### **Step 5: Payment**

You may pay the component fee by credit or debit card or by electronic check. **Note: Even if you are expecting payment from a third party you must be prepared to submit payment in full by the published deadline.**

### **Step 6: Confirmation**

Upon payment of the component fee, you will be sent an email confirmation with receipt of payment.

**Note: You MUST repeat steps 1-6 for each component you plan to purchase and should only purchase the components you plan to complete during the current assessment cycle.**

# Contact Us

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## Online Resources\*

Access [www.nbpts.org/national-board-certification](http://www.nbpts.org/national-board-certification) for information regarding

- Registration
- Eligibility Requirements
- National Board Standards
- Component Instructions
- Scoring Guide: Understanding Your Scores
- Assessment Center Policy and Guidelines
- Nonstandard Testing Accommodations
- ePortfolio

Your information is managed via a secure, online account. Access [www.nbpts.org/sign-in](http://www.nbpts.org/sign-in) to

- create/access your account,
- register for the upcoming assessment cycle,
- purchase components,
- view your candidate record,
- pay by credit or debit card,
- view payments, and
- update personal information.

Contact National Board Customer Support (Be sure to include your candidate ID number in all correspondence with the National Board.)

By phone: 1-800-22TEACH (83224) Monday–Friday, 8:00 a.m.–6:00 p.m., CST

Online: Submit your question using the [National Board web form](#).

- For assistance with registration.
- To inquire about deadlines, policies, or the status of your account.

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**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education and the National Science Foundation. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education or the National Science Foundation, and you should not assume endorsement by the Federal Government. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

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# General Portfolio Instructions



# ***General Portfolio Instructions***

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**Components  
2, 3, & 4:  
All Certificate Areas**

**NATIONAL BOARD**  
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GenPortInst-07

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## Preparing for the Assessment

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The National Board for Professional Teaching Standards (National Board) Certification process offers you, as an experienced teacher, the opportunity to demonstrate that your knowledge, skills, and accomplished teaching practices meet high and rigorous standards. You must demonstrate your knowledge through a computer-based assessment component and three portfolio components; the portfolio components provide the opportunity to demonstrate actual teaching practice.

- Computer-based assessment component:  
**Component 1: Content Knowledge**
- Portfolio components:  
**Component 2: Differentiation in Instruction**  
**Component 3: Teaching Practice and Learning Environment**  
**Component 4: Effective and Reflective Practitioner**

For more information on the certification process, refer to the *Guide to National Board Certification* at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

The information in this section helps you prepare for the portfolio process by presenting key foundational resources as well as requirements, policies, and guidelines. Major topics include the following:

- ["Getting Started"](#)
- ["Retaking a Portfolio Component"](#)
- ["Understanding the Portfolio Component General Requirements"](#)
- ["Locating and Using Important Resources"](#)
- ["Following Policies and Guidelines"](#)
- ["Learning Portfolio-Related Terms"](#)

### Getting Started

You should follow these steps in preparing for and completing the portfolio component development and submission process:

1. Read these *General Portfolio Instructions* to learn how you demonstrate your accomplished teaching practice and about the resources available to you.
2. Read the Standards for your certificate area as well as the Five Core Propositions to understand the knowledge and skills being measured.
3. Read the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component to review the directions and specifications for developing your response, choosing evidence of your teaching practice, completing the appropriate forms, and submitting your portfolio materials, as well as to review the scoring rubric.
4. Read the *Scoring Guide* for an explanation of scores required to earn certification and how you can use the rubrics and feedback statements to evaluate your performance.

5. For instructions on using the electronic portfolio management system (ePortfolio) to submit your materials, review the tips, tools, and tutorials and the *Guide to Electronic Submission* at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

## Retaking a Portfolio Component

You may retake any portfolio component on which you would like to improve your score. There is no minimum or maximum score requirement to retake a component.

**Note:** You will not know whether you met the minimum score for the portfolio section until you take Components 2, 3, and 4. You will not know whether you have met the minimum total weighted score required for certification until you have completed all four components.

Read the *Scoring Guide* to evaluate your retake options and learn how to use the National Board's online retake calculator at [www.nbpts.org/scorecalculator](http://www.nbpts.org/scorecalculator) or the calculator embedded within your account to assist you in deciding which portfolio components and/or assessment center parts you should retake.

## Reviewing Your Original Portfolio Component Submission

Once you have decided which portfolio component(s) you would like to retake, evaluate your original portfolio component to determine how you can raise your score by following these steps:

1. Read any standardized feedback statements on your score report to gain insight about how to improve a portfolio component for which you achieved a score less than 3.75. Feedback statements identify aspects of your portfolio component that may be improved with evidence that better demonstrates the Five Core Propositions, your Standards, and the scoring rubric.
2. Refer to the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component to reread the rubric. Pay particular attention to the performance level most closely matching the score that you obtained. Next, read the Level 3 and Level 4 performance levels to identify ways in which you may strengthen your performance.
3. Examine your copy of the original portfolio component submission. Reread the Standards for your certificate area to identify where your original portfolio component submission could have been strengthened. If possible, ask a colleague or mentor who is familiar with the National Board Standards for constructive criticism of your original portfolio component submission.

You are strongly urged to reevaluate the substance and significance of the evidence of your teaching that you submitted, as well as to consider other evidence you have not submitted, and select for your retake component evidence that clearly shows your ability to improve teaching and learning.

## Rules Governing Your Retake Submission

Keep in mind the following retake rules:

- The **Contextual Information Sheet** may remain the same if it accurately describes your current teaching context.
- **Descriptive aspects of your teaching context** in the Written Commentary and some forms associated with the component may remain the same; therefore, your retake

submission may have some similarities to the Written Commentary and forms you previously submitted in the area of instructional context.

- **Descriptive aspects of your lesson or assignment** in the Written Commentary and some forms associated with the component may remain the same because you may use the same lesson or assignment you previously submitted. However, if you do submit the same lesson or assignment, all work must be completed within the 12 months prior to the opening of the ePortfolio submission window as described in the *Guide to National Board Certification*. You should carefully consider whether this lesson or assignment allows you to provide evidence that meets the performance standards for this component. You also need to consider whether using the same lesson or assignment will permit you to develop the required **new and original analyses and reflections on your teaching practice** and provide clear, consistent, and convincing evidence.
- **Analysis and reflection aspects of your teaching practice** in the Written Commentary **must be completely new and original**, not identical or amended versions from any component previously submitted. Consequently, a classroom-based retake component with cutting and pasting or rearranging of sentences and paragraphs from your previously submitted analyses and reflections would be an amended version that does not adhere to this rule. If you do not adhere to this rule, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score**.
- **The student work samples or video recordings** contained in a retake component **must be completely new and original** and have occurred within the 12 months preceding the opening of the ePortfolio submission window, not identical or amended versions from any component previously submitted. If you do not adhere to this rule, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score**.

Retake portfolio components are compared to your previously submitted, corresponding portfolio components. If a retake portfolio component does not adhere to the retake rules, the component will not be scorable and you will receive a code of NS on your score report instead of a numerical score.

## Understanding the Portfolio Component General Requirements

Each certificate area's assessment is based on a specific grouping of National Board Standards that articulates a vision of teaching and describes what accomplished teachers of a specific developmental group and in a specific subject area should know and be able to do. Through the vehicle of the portfolio, you can select examples of your practice that show how your practice embodies the Standards.

A complete portfolio of Components 2, 3, and 4 is designed to assess a teacher's performance in a wide range of instructional settings. If you have multiple classes that meet the age and content requirements, take advantage of these different classes when completing Components 2, 3, and 4 to best demonstrate the broadest possible range of your teaching practice. However, if you have access to only one class that meets the age and content requirements for the certificate area, you may use a single class as the basis for the portfolio entries for Components 2, 3, and 4. Careful consideration should be given to the selection of evidence submitted for each component. For instance, the individual students whose work is featured and any assessments and/or examples of student work submitted for Component 2 must be different from those submitted for Component 4.

When planning the student work you will collect for Component 2, the lessons you will video record for Component 3, and the evidence you will collect for Component 4, keep in mind the following requirements for these components:

■ **Class composition.**

- **Age.** The teaching that you feature must take place with a class that meets the age and content parameters of the certificate area: at least 51% of the students in the class(es) that you use to complete your portfolio components, including both videos for Component 3, must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. Teachers or counselors with students over the age of 18 years must be teaching within the stated age range for the certificate area and in pre-K-12 settings, not in community college or university/college settings.
- **Rostered class.** The students featured **must be from a rostered class during the regular school day and year, not after-school classes or summer school.** (However, note the following exceptions: Music candidates are allowed to use after-school classes; School Counseling and Library Media candidates may use after-school programs and non-rostered classes.) You may not include students from other classes to supplement your class.

If you are in an administrative position or are in an assignment or teaching setting where you do not have a class of your own that matches the parameters of the certificate area in which you are seeking certification, you may borrow or guest teach another teacher's class or students in order to complete the task for any portfolio component. The class must fall within the age range of the certificate in which you are pursuing certification. Your work will be assessed with the same standards as the work of candidates who present work generated by their own students.

- **IEP/IFSP/gifted requirements.** Exceptional Needs Specialist candidates must feature students with exceptional needs who have an IEP, IFSP, and/or have been identified as gifted.

If you do not adhere to the class composition requirements, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

- **Time period.** For Component 2 and Component 3, the period for evidence collection begins 12 months prior to the opening date of the ePortfolio submission window as described in the *Guide to National Board Certification*. If you submit a component featuring a class and/or students and evidence that date from more than 12 months before the opening of the ePortfolio submission window, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

**For Component 4 only,** the class/group and assessments that you feature must come from the time frame that begins 12 months prior to the opening date of the ePortfolio submission window. However, the identification of a professional learning need and a student need and actions taken to address those needs may occur up to 24 months prior to the opening date of the ePortfolio submission window, but evidence of the impact on student learning of the actions taken to address the needs must be gathered beginning no more than 12 months prior to the opening date of the ePortfolio submission window. See the *Portfolio Instructions and Scoring Rubric* for Component 4 for more details. If you submit your Component 4 portfolio with one or more sections that feature a class, an assessment, a need, and/or evidence that is older than the time frames described above, that response will be considered inappropriate and **will be treated as missing material** during scoring.

- **Variety of evidence.** The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting. The two videos for Component 3, however, must show different units of instruction (videos representing the same unit or lesson will limit the evidence that assessors will score). Likewise, the individual students whose work is featured and any assessments and/or examples of student work submitted for Component 2 must be different from those submitted for Component 4.

Whether working with your own or another teacher’s students, you will be expected to submit authentic materials that represent your individual work. You must meet the time frame specified in the component instructions. Your submission will be assessed in terms of the component tasks and the criteria defined by the rubrics.

## Locating and Using Important Resources

To best reflect your accomplished teaching practice, it is essential that you understand both the foundational philosophies and the practical components of the portfolio process. This section describes the materials available to help you get started in gathering evidence and documenting your accomplished teaching practice.

### Downloading Essential Resources

Visit the National Board website ([www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)) for all current important materials, including the following:

- [Guide to National Board Certification](#) (policies and procedures for the certification process)
- [National Board Standards](#) (for each certificate area)
- [Five Core Propositions](#)
- [Scoring Guide](#)

You may also contact customer support, available by phone at 1-800-22TEACH® or by using the National Board [web form](#), located on the [Contact Us](#) page of the National Board website.

### Studying the Five Core Propositions and the Standards

Knowing and understanding the Five Core Propositions and the Standards for each certificate area, and for each component within an area, form the foundation of your process as you collect and analyze evidence of your accomplished teaching practice. The National Board Five Core Propositions and the Standards developed for each certificate area should guide each stage of your portfolio development process by

- providing a framework to help you collect the most relevant evidence of your accomplished teaching practice;
- helping you focus your analysis of and writing about that practice;
- enhancing your understanding of how the portfolio components will be scored by National Board assessors.

The Five Core Propositions describe the core characteristics of an accomplished teacher and are at the heart of the evaluation embodied in the National Board Certification process. They are enumerated in the National Board policy statement, *What Teachers Should Know and Be Able to Do*, which is published on the National Board website. The characteristics described in the Five Core Propositions define the knowledge, skills, dispositions, and commitments of accomplished teachers—commitment to students and their learning, knowledge of both the subjects they teach and how to teach those subjects, responsibility for managing and monitoring student learning, systematic consideration of their practice and readiness to learn from experience, and membership within learning communities.

The National Board Standards are a reflection of the Five Core Propositions. The Standards detail specific knowledge, skills, and attitudes that define accomplished practice; illustrate the ways in which professional judgment is reflected in action; and describe how knowledge, skills, and attitudes could be adapted in a variety of settings. You will submit evidence to demonstrate aspects of accomplished teaching practice identified with the Standards. Understanding how the Standards are reflected in your day-to-day practice is key to developing a successful portfolio.

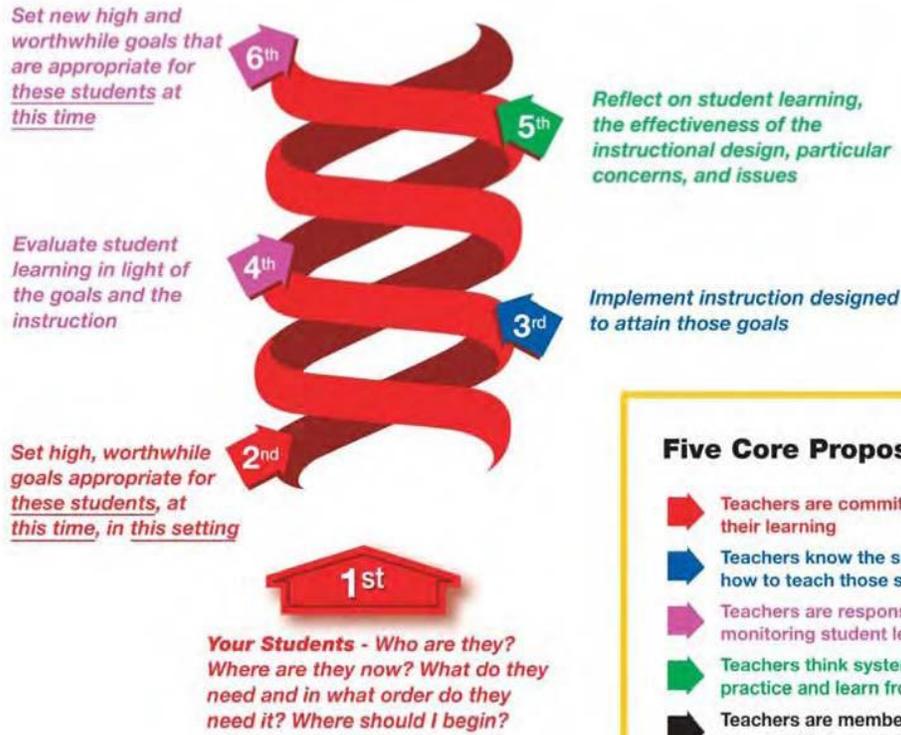
Sets of Standards are developed for each of the specific certificate areas, and each component of a certificate area is based on a subset of these Standards. When you begin to review each component of your certificate area, you will find that these groupings of Standards define and frame what will be assessed by that component.

### **Gathering Evidence of Accomplished Teaching**

Through your portfolio components, you can capture your teaching practice in real-time, real-life settings, thus allowing trained assessors in your field to examine how you translate knowledge and theory into practice.

### **Architecture of Accomplished Teaching Helix**

The Architecture of Accomplished Teaching Helix shown below uses a double spiral to illustrate the carefully woven, upward-spiraling nature of accomplished teaching, where knowledge of students, commitment to goals, and practice of instruction, analysis, and reflection—as defined by the Five Core Propositions—develop at six closely linked stages.



**Five Core Propositions**

- ➡ Teachers are committed to students and their learning
- ➡ Teachers know the subjects they teach and how to teach those subjects to students
- ➡ Teachers are responsible for managing and monitoring student learning
- ➡ Teachers think systematically about their practice and learn from experience
- ➡ Teachers are members of learning communities

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Use the following table to review the steps used to demonstrate accomplished teaching and to see how each step relates to the Five Core Propositions. The steps can guide you in planning your portfolio components and collecting evidence to demonstrate your teaching practice.

Step	Description	Core Proposition Demonstrated	Collecting Evidence of Accomplished Teaching
1	Know Students and Subject Area	Teachers are committed to students and their learning.	Who are my students? Where are they now? What do they need? In what order do they need it? Where should I begin?
2	Set Learning Goals	Teachers are committed to students and their learning.	What high and worthwhile goals can be provided, at <i>this time</i> , in <i>this setting</i> , that are appropriate for <i>these students</i> ?
3	Implement Instructions to Achieve Goals	Teachers know the subjects they teach and how to teach those subjects to students.	What instructional strategies would be most effective for meeting goals?  What materials, people, or places can I use to enhance student learning?
4	Evaluate Student Learning	Teachers are responsible for managing and monitoring student learning.	Determine by evaluating student learning in relation to instruction—have goals been met?
5	Reflect on Teaching Practice	Teachers think systematically about their practice and learn from experience.	What would I do differently? What are my next steps?
6	Set New Learning Goals	Teachers are responsible for managing and monitoring student learning.	Based on evaluations of student learning of these students at this time, what goals would now be appropriate to set for students?

## Following Policies and Guidelines

As a candidate, you must read and agree to all terms addressed in the National Board Policies statement located and defined in the *Guide to National Board Certification* and, for Component 1, the *Assessment Center Policy and Guidelines* available on the National Board website. National Board ensures that the National Board Certification process is fair for all applicants and is committed to examining and refining these policies on a regular basis to ensure that they benefit all candidates and enhance the ability of National Board to provide efficient and high-quality services. This section addresses ethics and collaboration; guidelines for referring to people, institutions, and places; and language accommodations.

### Ethics and Collaboration

Collaboration with colleagues is a valued part of the process: engage them in professional discussions about the National Board Standards; have them help you video record, watch,

and analyze the video recordings; and have them read and comment on your analyses and on the student work you have chosen. **However, all of the work you submit as part of your response to each portfolio component must be yours and yours alone.** The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw.

If you work as a member of a team of teachers, you have an opportunity to collaborate with other members of the team who are going through the assessment. However, if you work in a team teaching setting, you should review your responses carefully to ensure that all your responses are unique to your teaching context and feature teaching that you did and work that you oversaw. You and your colleagues may consider submitting different units of instruction to avoid presenting identical materials.

It is mandatory that you submit unique video recordings, student work samples, and assessment data, as well as separate and different analyses and reflections regardless of your teaching situation.

**If you submit materials and/or evidence identical to those of another candidate with whom you have collaborated, both of you will be disqualified from the certification process, and the organization or entity funding your certification assessment fee, if any, will be notified of this disqualification and the reason for it.**

The National Board does not tolerate cheating or confidentiality breaches of any type. Help protect the integrity of National Board Certification. Immediately report breaches of security, misconduct, and/or unethical practice by calling the National Board at 1-800-22TEACH (83224).

For important information regarding adherence to ethical behavior that is expected of all National Board candidates and National Board Certified Teachers, see the [National Board Policy Guidelines for Ethical Candidate Support](#).

### Release Forms

For each of the three portfolio components, you are required to seek and receive permission to use images and some of the materials you include in your portfolio. You collect permission in the form of National Board releases for students and adults whose images, work, self-assessments, and/or communications, such as notes and emails, appear in your materials; students and adults whose images are included in your photos and/or whose images are seen or voices are heard in videos; and all parents or guardians of such students.

Prior to uploading your submission(s) for Components 2, 3, and 4, you must attest to National Board that you have obtained releases for individuals whose images, voices, work, self-assessments, and/or communications appear in your portfolio materials. You must keep National Board Student and Adult Release forms with your records; do not submit them to National Board.

### Guidelines for Referring to People, Institutions, and Places

As you develop evidence of your accomplished teaching practice, you must refer to students and possibly to parents, colleagues, and other adults. In these and all materials that you submit with your portfolio components, *you must refer to people in ways that preserve their anonymity*, following the guidelines provided below. Your written materials, student work samples, and instructional materials must not show the last names of any person.

Exceptions are National Board Student Release Forms and Adult Release Forms, which must contain full signatures but *which you do not submit with your portfolio*.

Your goal in referring to people or places is to convey to assessors sufficient evidence about your teaching practice. Use the following guidelines to refer to people, institutions, and places in all of your written work:

- **Children or students.** Use first names only. If you choose to feature two students with the same first name, use first names and the first letter of each of their last names.
- **Parents or legal guardians.** Identify these adults by referencing their relationship to the students, for example, "Marie's mother." Parents should receive the same kind of anonymity as students.
- **Other teachers, principals, school employees, or administrators.** Use "a colleague" or "the principal" if possible. If necessary, refer to the person by first name only. For example, use a construction like "John, one of our math teachers . . . ."
- **Your school, school district, or facility name.** Use the institution's initials, followed by the words that identify the level of the school, *but do not identify its location*. For example, you would use "JM Middle School," or Sunny Cottage School would become "SC School."
- **Your city, county, or state.** Refer to these only as "my city," "my county," or "my state."
- **A college or university.** Write "a four-year college," "a graduate program," or "a two-year college." It is better to be clear and general when making such references than to use unnatural constructions such as "John Doe University."
- **Your name.** Be sure to remove your name from student work (e.g., use correction fluid before scanning) and *do not include your name in your Written Commentaries*. If you are quoting a student, use "Joey then said, 'Mrs. S., why do we need to . . .'" or something similar.

Caution: Remember, all last names on correspondence, assessments, and student self-assessments/feedback **must be redacted**. Do **not** leave personally identifiable information on any documents you submit.

### Language Accommodations Policies

National Board recognizes that languages other than English are frequently used in instructional settings; therefore, for the following circumstances, the accommodations described are allowed.

#### ***Student Work Samples and Video Evidence with Brief Expressions or Phrases in a Language other than English***

Student work samples and video evidence may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary that accompanies your portfolio submission.

#### ***Student Work Samples and Video Evidence in a Language other than English***

If you are submitting a student work sample, video evidence, or other type of evidence (e.g., an assessment) in a language other than English, you must include a written English translation for the work sample, video evidence, or other type of evidence in the file with the artifact. For a translation of a video, include the translation at the end of the Written

Commentary. Include any necessary student identifiers (but do *not* include students' last names). Note that the pages of your translation do not count toward your page totals.

If you do not include a translation or explanation, language other than English will not be considered in the scoring of your submission (except brief non-English terms or phrases commonly used by English speakers). Your submission will be scored based on the portions in English and the translations/explanations you provide. It will be scored as zero if the scorable portions do not merit a score of 1 or higher. However, failure to provide a translation or to properly label your translated submission will mean that your response will not be scored.

Your Written Commentary must be written entirely in English in order to be considered for scoring.

**EXCEPTIONS:**

- **English Language Arts.** Candidates seeking certification in this area must submit student work samples, video evidence, and other types of evidence in English only.
- **World Languages.** Assessors for this certificate area are fluent in English *and* the target language; therefore translations are only required for evidence that is in a language other than English or the target language.

If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate. To help you make the decision whether to pursue certification in one of the available certificate areas, refer to *Choosing the Right Certificate* and discuss your teaching situation with professional colleagues, your school faculty, a National Board Certified Teacher, or your faculty support group or refer to the National Board Standards.

***Alternative Communication Modes***

National Board recognizes that teachers and students in exceptional needs settings may routinely use

- manual languages (such as American Sign Language) in their interactions;
- Braille instead of, or in addition to, traditional print.

Specific instructions for submitting video recordings and student work in these circumstances are included in the *Portfolio Instructions and Scoring Rubric* for the Early Childhood through Young Adulthood/Exceptional Needs Specialist certificate area. In general, however, these are the guidelines that must be followed:

- If you submit a video recording in which there are brief phrases of manual language, without voicing, you must provide a transcript of the conversation in which there was no voicing.
- If you submit a video recording in which a student's language is unintelligible, either because of technical problems or because of a speech/language impairment, you must provide a transcript of the student's comments.
- If you submit a video recording that is extensively or exclusively in manual language, with or without voicing, an interpreter will be provided at the scoring site to assist assessors in understanding the video recording. You must notify National Board in writing

that your portfolio component requires interpreter services or your component will not be scored. Notify using the National Board [web form](#), located on the [Contact Us](#) page of the National Board website.

- If you submit instructional artifacts (e.g., assignments, handouts) or student work samples in Braille, you must provide translations of the materials.

## Learning Portfolio-Related Terms

General definitions of some of the terms frequently used in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component appear below. Some of these terms may not apply to your certificate area, so you will not necessarily find them in the text of your certificate. Note that the Standards provide additional examples of the meaning of some terms within the portfolio context.

Use the section below as a quick reference, but consider the National Board Standards for your certificate area as well as the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component to be the final authorities for how you complete and submit your work. It is your responsibility to understand the Standards and to study the portfolio instructions carefully before you make decisions about which lessons and students you feature in any portfolio.

### **assessor(s)**

The person(s) trained to score National Board portfolios and assessment center exercises/constructed response items. To become an assessor, a person must possess a baccalaureate degree and a teaching or counseling license, have had three years of teaching or counseling employment, be currently working in the certificate area he or she will score or hold current National Board Certification in that area, and have successfully completed assessor training. Current candidates for National Board Certification are not eligible to be assessors.

### **assignment**

Any formal or informal prompt or other device used to cause students to produce responses.

### **bilingual**

Able to function in two languages. In the portfolios, "bilingual" refers to any instructional setting in which the students are English language learners and use their first language to learn content and to aid in their English language development.

### **cite**

To mention or bring forward as support, illustration, or proof. When portfolio instructions ask you to "cite specific examples" of something, you should provide evidence that clearly supports whatever point you are trying to make in your response to the questions in the portfolio instructions.

### **class**

A section or group of students that you teach during a specified time period (e.g., fourth period English). This is different from a subject area (e.g., English). This distinction is important because although you may teach several classes in a subject area, portfolio instructions ask you to consider a specific class or group of students in a class, rather than all of the students in a particular subject area.

### **class set**

A group of materials for an assignment that includes the student work samples of every student in a class. You must submit student work samples and materials according to the

specific portfolio instructions. You must submit student work only for those students whose work is featured in your submission.

**content**

A subject area such as mathematics, science, social studies/history, or technology education. In content-based English as a Second Language, English would be taught in conjunction with a subject area to a group of students of limited English proficiency (LEP), who may, but do not necessarily, share a similar first language.

**data**

Facts or information, quantitative or qualitative, used to analyze or plan instruction. Educational data includes all kinds of information that rises out of teachers' work with their students and helps teachers know their students. This information includes, but is not limited to, observations, formative and summative assessment results, demographics, behavior, home circumstances, and student affect.

**disciplinary**

Of or relating to a specific field of academic study (e.g., social studies, biology).

**elicit**

To bring or draw out (e.g., the Adolescence and Young Adulthood/Mathematics Component 2 portfolio component requires that instructional activities "are effective for eliciting responses that can affect instruction").

**evidence**

Evidence that has a solid foundation in fact and would be convincing to most people. The basis for this kind of evidence is that it be strong, clear, and convincing and that it not be easily disproved by a difference in interpretation. The presentation of evidence does not remove the need for you to write detailed and well-organized analyses; assessors still need to know that you recognized this evidence, and they want to see how you have used this evidence in your teaching.

**evoke**

To summon or call forth. In the context of portfolio components, an assignment/prompt that evokes student responses causes students to produce the desired work.

**evolution**

Gradual changes. Used in a general sense, this could refer to gradual changes that take place in an instructional setting or in your teaching practice.

**formative assessment**

Formative assessments take place during an instructional sequence. An assessment is considered to be formative, regardless of design, if it produces information that can be used to fine tune instruction and modify subsequent learning activities. Feedback, for both the teacher and the student, to improve student learning is the most important objective of formative assessment. This is in contrast to the use of summative assessment, which comes at the end of an instructional sequence.

**insight**

The capacity to grasp the true nature of a situation; the act or outcome of grasping the inner nature of things or of perceiving in an intuitive manner. If you are asked to give insightful reflection in a portfolio component, you must show assessors that you grasp the true nature of the teaching situation and/or that you understand it in a perceptive or intuitive way.

**instructional materials**

An item used or produced during a teaching sequence. Assessors review the materials to better understand the activity featured in your video recording or Written Commentary (e.g., rubric, Internet Web page).

**instructional sequence**

A group of related lessons or activities supported by a common goal or theme. The instructional sequence is not limited to one lesson or activity. The time interval should be sufficient to present evidence of students' skill or understanding of the topic.

**interdisciplinary/cross-disciplinary**

Of, relating to, or involving two or more academic disciplines that are usually considered distinct. "Interdisciplinary" or "cross-disciplinary" may simply refer to two different branches of science or can be as different as social studies and the arts.

**interpretation**

The explanation of a conclusion you reached about the results of a teaching situation. An interpretation explains to assessors how you understand the results of an event and what these results mean to you. See "[Writing about Teaching](#)" for more detailed explanations and writing samples.

**lesson**

A period of instruction; an assignment or exercise in which something is to be learned; an act or an instance of instructing.

**manipulatives**

Hand-held objects with moving or interchangeable parts that are used as models to demonstrate the structure of something or how it works (e.g., the set of sticks and balls that fit together to show the structure of molecules).

**nonprint text**

Includes instructional materials that are not part of a curriculum textbook with the exception of illustrations. Nonprint items include media such as a drawing, film, drama, photography, speech, presentation, newscast, collage, graph, computer-generated product (graphic) or other appropriate technology, and any other visual or audio performances. Nonprint items may contain some text (e.g., a comic strip).

**pedagogy**

The art or profession of teaching, training, or instruction.

**print text**

Instructional materials that are printed literary texts such as books, short stories, or poems.

**prompt**

Information that causes or stimulates students to produce responses. A prompt can be formal or informal and can be anything from a specific assignment to a piece of art, a photograph, or a theory in your field of teaching. A prompt might be a writing topic you give students as a basis for their response to a short story that serves as a stimulus.

**scaffolding**

Various means of supporting learning and making new material or concepts accessible to students, during the practice of which teachers methodically build on students' prior knowledge in order to teach new skills, procedures, and concepts.

### **small-group discussions**

This term as used in this context describes the requirements of video-based portfolio components for the purposes of which a small group generally consists of three to five students (although this may vary based on the number of students a teacher has in a class and on specific portfolio instructions). The main objective of highlighting small-group discussions is to show the teacher facilitating discussion among students within the small groups during the regular class with others present and not recorded during an off period or after school.

### **stimulus**

Information used to elicit a response or action; an incentive. A stimulus can be a written work or visual object, an activity or event, directions given by the teacher, or anything that causes student responses to be produced. A stimulus might be a short story, and a prompt might be a writing topic you give students as a basis for their response to that story.

### **student assessment**

The formal or informal process of collecting, analyzing, and evaluating evidence about what students know and can do. There are multiple forms of formal and informal assessments. Formal assessments may include, but are not limited to, classroom tests, performance assessments, and standardized tests. Informal assessments may include, but are not limited to, observations, checklists, and anecdotal records.

### **student response**

Any kind of student work that results from an assignment by the teacher. This may be a discussion, a formal writing assignment, a drawing, a journal entry, or any other work a student completes under a teacher's guidance.

### **student self-assessment**

Self-assessment is a process by which students monitor and evaluate the quality of their learning and identify strategies they can use to improve their understanding, knowledge, and skills. This activity supports students in the process of organizing, evaluating, and internalizing information while they are learning. Self-assessment cultivates students' ability to make connections themselves so that they are able to learn in a meaningful way and helps build student motivation and confidence.

### **student work**

Student work samples as defined in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component, which also includes student work sample submission requirements.

### **summative assessment**

Summative assessments evaluate educational outcomes (e.g., student learning, skill acquisition, and academic achievement) at the end of an instructional sequence. An assessment is considered to be summative, regardless of design, if it is used to evaluate mastery and/or advance a student to the next level of the instructional sequence. This is in contrast to the use of formative assessment.

### **tangible products**

Some physical result of a lesson that reveals something about the teaching, the learning process, or students' learning or understandings. These products could be student work, a model produced during the lesson, and/or a piece of artwork.

### **unit**

A section of an academic course that comprises a series of lessons, focusing on a selected theme or concept.

**visual cues**

Devices used to enhance understanding (e.g., a student’s gestures, illustrations).

**visual literacy**

The ability to recognize and understand ideas conveyed through visible actions or images (e.g., pictures).

**whole-class discussions**

In this context, this term is usually used when describing the requirements of video-based portfolio components. A whole-class discussion is one in which the entire class is involved in a discussion. This does not mean that each and every student must be shown in the video-recorded lesson. The main objective in a whole-class discussion is to show that the teacher is effectively engaging the entire class as a group. The video recording should show some interaction with specific students, but it is not necessary to zoom in on every student. However, it should be clear in the video recording you submit that the students are *actively engaged* in the discussion.

Some definitions include excerpts taken from *The American Heritage Dictionary of the English Language*, Fourth Edition. Copyright © 2006 by Houghton Mifflin Harcourt Publishing Company. Reproduced by permission.

## Developing Your Materials

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Following the step-by-step process, you have reviewed the foundational materials, including the Five Core Propositions, the Standards for your certificate area, and the *Scoring Guide*. You have also read the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component, which provide a detailed understanding of both the portfolio process and the nature of the evidence you are being asked to gather, as well as a list of the Standards that each component focuses on.

In this section, you review the additional and detailed general resources for developing portfolio components, including the following:

- [“Writing about Teaching”](#)
- [“Recording Videos for Component 3”](#)
- [“Analyzing Student Work”](#)

There is a particularly valuable resource—a collection of questions—in the following three sections. You can pose these questions to yourself or use them to suggest other questions; all can help you more fully develop the kind of analysis you want to highlight in each of your Written Commentaries, a key element of each portfolio component.

### Writing about Teaching

The certificate-specific *Portfolio Instructions and Scoring Rubric* for each component requires you to describe, analyze, and reflect on your teaching practice. This process involves these practices:

- **describing** what happened in an instructional situation
- **analyzing** the “how,” “why,” or “in what way” a particular lesson was or was not successful in teaching students
- **reflecting** on how you would handle this same situation in the future

These skills inform your evaluation of your own work—an evaluation that provides insight for National Board assessors into not only what is happening in your instructional setting, but the rationale for those events and processes. You make these evaluations in analyses that you submit with each component.

Thinking analytically about teaching is a complex process that benefits from both practice and teaching experience. Since writing about one’s own work is not a daily part of teaching, some teachers may have little experience with description, analysis, or reflection. Systematic and probing questions about “why” and “how” are key when analyzing and beginning to reflect on your practice.

For these reasons, it may be helpful to practice this kind of thinking and writing before you begin working on your Written Commentaries, the forms, or other written materials of the portfolio components. The questions provided in this section and the two that follow can help you get beneath the surface of the daily details of your teaching to jumpstart the work of analysis.

Although you are not submitting these practice activities to National Board, we encourage you to use these activities and the writing samples and suggestions provided to familiarize yourself with the kinds of thought and writing that are required in the portfolio components.

This can help you present to National Board assessors the clearest picture of your teaching practice.

Your writing about your teaching that you ultimately submit is the final visible result of a great deal of less visible labor—the culmination of the kind of analysis that the practice activities in these materials are designed to help elicit.

### **Why Your Written Commentaries Are Important**

Remember that the only information available to National Board assessors is what you provide in these portfolio components—your video recordings, student work samples, instructional materials, completed forms, and Written Commentaries. Regardless of the strength of the evidence you present in the portfolio components, your analysis of your featured teaching is a crucial element conveyed by your Written Commentaries and completed forms. You must demonstrate to assessors that you have appropriately described, analyzed, and reflected on your teaching practice and have used this analysis appropriately to guide your teaching.

### **Description, Analysis, and Reflection**

This brief guide to writing about teaching is really a guide to the summary activity that brings together all the hard work—the thinking, talking, discussing, prewriting, and rethinking—that you are doing during this process and that development of the portfolio components is designed to elicit.

Keep the essential differences among descriptive, analytical, and reflective writing in mind as you prepare your Written Commentaries and forms. The certificate-specific *Portfolio Instructions and Scoring Rubric* for each component calls for each of these kinds of writing; providing an appropriate response is essential to a complete presentation of your work.

### ***Descriptive Writing***

In this context, a *description* is a retelling of the facts of what happened in an instructional situation. It is meant to “set the scene” for assessors. Your description should be logically ordered and detailed enough to give assessors a basic sense of your instructional situation so that they can understand the context for your later analysis and reflection.

When you are asked to describe, be certain that your response meets these criteria:

- contains accurate and precise enumeration and/or explanation of critical features
- provides clear and logical ordering of the elements or features of the event, person, concept, or strategy described
- includes all features or elements that an outsider would need to be able to see as you see
- specifies the meaning of any abbreviation or acronym the first time it is used

**TIP:** Use descriptive writing whenever a prompt includes verbs such as “state,” “list,” or “describe” or when it opens with “what” or “which.” Confirm that your descriptions are clear and detailed enough to allow someone who is not familiar with your teaching to visualize and understand what you are describing.

### ***Analytical and Reflective Writing***

Analysis deals with reasons, motives, and interpretation and is grounded in the concrete evidence you provide in the materials you submit. Analytical writing shows assessors the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.

Reflection is a thought process that you engage in after a teaching experience. This type of thinking allows you to make decisions about how you would approach similar situations in the future—deciding whether to do something the way you have in the past, differently, or not at all. Although reflective thought may occur at any time, the reflection component of your writing is where you must show assessors how you use what you have learned from your teaching experiences to inform and improve your practice in the future.

Analysis and reflection overlap, although they are not identical. For the purposes of the portfolio components, analysis involves interpretation and examination of why elements or events described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

When you are asked to analyze or reflect, be certain that your response meets these criteria:

- The subject of the analysis is available to the reader (e.g., the student work samples, the video recording).
- The focus of your writing is not on *what* (which is descriptive) but rather on *why* (which is both analytical and reflective).
- You need to provide the following:
  - your interpretations of what happened during the lesson and its results
  - your conclusions about what should come next
  - specific evidence and/or examples that support your analysis and conclusions, clearly making your points to the assessors

For example, if you are asked to analyze the success of a particular lesson or some specific teaching, do not simply explain what happened, which would be a description. Further, do not state a conclusion (“The lesson was a success”) or simply note the fulfillment of your learning goals (“Students gained a better understanding of multiculturalism in our society”) without also giving evidence or examples to support the statement.

Analysis in the context of a portfolio component deals with reasons, motives, and interpretation, all of which should be grounded in the concrete evidence provided by your work. Your work alone cannot provide assessors with your understanding or interpretation of the significance of what you have submitted as samples of your practice—only your analysis can do this. Nor can your work tell assessors what you have inferred about your practice—only your reflection can give assessors that information.

**TIP:** Analysis is called for when a question asks “how,” “why,” or “in what way(s).” When you are asked to identify a particularly successful moment in a sample of teaching and to tell why you regard it as successful, you must analyze. When you are asked for a rationale, you must analyze.

When you are asked what student performance suggests about your teaching, you are being asked to analyze and interpret. This means that you are to use the evidence of student work to explain and illustrate your practice and also to use your practice to explain and provide a context for the student work. Ask yourself these questions:

- What did my students know before this teaching experience?
- What did my students learn because of this teaching experience?
- What did I know about my students and their knowledge before this teaching experience?
- What did I learn about my students and my practice because of this teaching experience?

**TIP:** When you are asked what you would do differently, your response is both an analysis of and a reflection on your practice.

### ***Written Commentary Examples***

This section presents three examples of Written Commentary that a teacher might compose in response to the learning goals and requirements and Standards of a hypothetical portfolio component. Review the three Written Commentary examples that follow.

The purpose of these examples is to illustrate some of the differences between descriptive, analytical, and reflective writing. These examples do not represent actual candidate responses and are not intended to be indicative of Level 3 or Level 4 writing or performance. They also represent only limited activities and teaching practices that may be submitted in your portfolio components. In addition, they may not reflect the actual requirements and Standards for your certificate area or the required formatting specifications (see your certificate-specific *Portfolio Instructions and Scoring Rubric* for certificate area requirements and formatting specifications).

## Example 1

**Key:**

Description shown in **bold**  
Analysis shown in underline  
Reflection shown in *italic*

### Instructional Context

**My Advanced Placement (AP) Biology class was a very homogenous class relative to the rest of the school. In this class, students ranged in age from 16 to 17, with 19 students in the 11th grade and 2 students in the 12th grade. There were twenty white students and one black student, with no Hispanic, Multiracial or Asian students. There were no students identified as ESE or on a Free or Reduced lunch plan. There were 13 girls and 8 boys. There was no significant ethnic, cultural, or linguistic diversity in this class that affected the personality of the group. Many of these students have been grouped together in classes since elementary school and have few issues that affect their performance or congeniality.**

**A majority of students in my class were from prominently wealthy families in our community and stated they "were accustomed to success." Many have had few academic challenges until they enrolled in this college level biology course. At least half of the students showed difficulty in text comprehension and recognizing main ideas. Many students also faced difficulty in pacing the requirements of the course in addition to meeting the demands of a rigorous schedule and demanding extracurricular activities. The only previous science course many of these students had was a freshman level integrated science curriculum. Only half had experience with a chemistry course, and it focused primarily on dimensional analysis.**

With the composition of class in mind, I was careful not to assume that my students' learning styles were as similar as their ethnic backgrounds which motivated me to introduce personality and multiple intelligence surveys. From the results of these surveys, I was able to diversify my

### **Example 1 (Continued)**

instructional and assessment practices to increase student comprehension. For example, I noticed this class had many visual/spatial learners, so I used a software program to turn vocabulary terms into crossword puzzles. As a result, I immediately noticed many of my visual students were scoring higher on their summative assessments. Sarah, a bright girl who used to say she didn't "get it" later said that she enjoyed the class more and found the material more interesting when she had the assessments and materials tailored to her learning needs.

In my observations, the difference between the students who consistently scored well and those who struggled was not a major cognitive difference, but a difference in the ability to juggle the demands of a college course with other activities. The majority of the students struggled to remain on task when presented with a classroom interruption or deviation from the instructions.

**This class was scheduled during the last period of the day, where it competed with extracurricular events and scheduled or unscheduled announcements. Frequently students had to leave early for a game, and this was also the period where many of our assemblies and meetings were held. Most of these students were involved in many of these events, and therefore often missed at least part of a class. For this reason the course sequence was delineated early in the year and posted at all times in the room and on the website. This way, students could be held accountable for their missed classes. The sequence of my instructional activities was meant to create interest, develop a connection between the major idea and the world around them and to reflect on the evolutionary relationships that define taxonomy today. This allowed me to deepen students' conceptual understanding and situate the major idea with a broader context.**

### Example 1 (Continued)

#### Planning

Throughout the course of this activity, students were to actively participate in a scientific discussion and use the cognitive and manipulative skills associated with the formation of scientific explanations. This activity was designed to bring together their prior knowledge and develop their contextual understanding of invertebrate organisms under a taxonomic or evolutionary context (Goal 1). Through the use of evolutionary biology we attempted to reconstruct a partial history of life on Earth (Goal 2). Another goal of this discussion was to evaluate the techniques through which systematists test and refine their hypothesis about phylogeny and classification (Goal 3). In the process, students would learn how molecular biology is changing systematics, as it is changing every field of biology (Goal 4).

These goals are important for my students because they are standards represented in the AP and AICE (Advanced International Certificate of Education) curriculum, both of which require a rigorous standardized exam as well as the National Science Standards. The significance of this major idea is the understanding of life's diversity. Students usually exhibit a general understanding of classification; however when presented with unique organisms they often revert to purely structural differences rather than appeal to the scientific basis of genetic or evolutionary differences.

A discussion was a particularly useful teaching approach for this lesson because ideas were examined and discussion in class so that other students could benefit from the feedback. Group discussions allowed students to develop meaning from active involvement, continued exposure and understanding of the concepts that guide phylogeny and classification. I was able to gain information about the students' current explanations. This allows me to immediately identify and correct student misinformation. Those student explanations then became the baseline for

### Example 1 (Continued)

instruction as I helped students to construct explanations aligned with scientific knowledge. I

also helped students evaluate their own explanations and those made by scientists.

...

#### Reflection

*Looking back to the goals for the activity, I feel that my approach was successful because I was able to modify instruction based on each student's need....I feel I was successful in helping students contextualize their knowledge of invertebrate organisms in an evolutionary context through thought-provoking questions and an inquiry method of discussion as part of Goal 1. Since this was a new activity to my repertoire, I feel that I can increase the relevance for students by having illustrations of the representative organisms to reinforce their prior knowledge. I will also align future assessments to represent the new discoveries in taxonomy and will include more studies into binomial nomenclature.*

## Example 2

**Key:**

Description shown in **bold**  
Analysis shown in underline  
Reflection shown in *italic*

The instructional goals for this lesson were for students to comprehend and enjoy a novel ["The Pinballs" by Betsy Byars], to identify dialect and theme, to make predictions, to identify, understand, and propose alternatives to conflict, to use prior experience during discussions, to interpret symbolism, to think long-term, to exercise problem-solving and decision-making skills using details from the text, to reflect on how this literature imitates life, and to extend understanding of the book through a variety of multimodal and cross-disciplinary activities. These instructional goals are consistent with the state's objectives and the school curriculum. They meet the requirements for listening, speaking, writing, literature study, reading, reference/research skills, and technology integration. This selection ["The Pinballs"] is a good example of how culture transmits itself through literature, and students see how literature reflects true human experiences. I chose the small group format for two reasons. First, students are comfortable talking to each other as they work in collaborative groups on assignments in the classroom. This method allows them to take intellectual risks without feeling as though they have to "act" for me. For example, Kevin...used good oral language skills, but his dialect included incorrect grammar such as, "Ain't got no." As I monitored discussion, I knew I would need to address verbs and double negatives in a later lesson. My second reason for choosing the small group format is because this model ensures a greater number of students actively participating in discussion while simultaneously learning to appreciate cultural, linguistic, and personal interests of others. For example, Caroline... spoke low and was slow to respond. Her behavior is

### Example 2 (Continued)

consistent with her family's belief that it is disrespectful to be the center of attention so she resists bringing attention to herself. Erika...and Christian,...my two ESOL students, were vocal in small group discussion. This does not happen during whole class discussion. Since English is a barrier for them, they often shy away or speak too low to be heard by other students in a whole class discussion. I noticed how a small group setting facilitated ESOL students' speaking abilities because they felt validated by their peers. This method allowed all students to make personal and reading connections to the novel as they engaged in meaningful discussion about conflict.

Considering that the original nature of this unit was to expose students to literary works written by women, I made sure that there were at least two females in each group who represented at least two different cultural or ethnic backgrounds. My rationale was for the groups to have insight from each female's point of view based on their cultural experiences. I then assigned male and female students to groups equally. This setup automatically promoted differing opinions based on gender, race, cultural, and linguistic diversity. An informal assessment of my students' cultural backgrounds, prior learning experiences, etc. helped me strategically place students in groups to maximize discussion. Each group had five to six students to allow each student an opportunity to participate.

To spark interest and to set purpose for the discussion, students wrote letters to each other about a time when they encountered conflict and how they resolved it. To further set purpose for small group discussion, the class viewed a website (via scan converter) of a picture of pinballs. I connected the computer to a large screen television so that the class could view the image during group discussions. This helped students transfer prior knowledge so that they would have a clear understanding of conflict and how it relates to a pinball. I then told my students how Carlie, a character in the novel, had conflict with everyone and was treated like a pinball (has no control where it lands).

### Example 2 (Continued)

...

*I was so intrigued with the level of discussion within groups that I did not focus on theme. Before the video, Tycheri told me that theme was prose. I knew that she confused genre with theme. I did not discuss theme because I assumed other students had mastered the concept. I need to teach theme separately as a literary concept. I should have asked fewer questions in group two because I interrupted Christian. Had I facilitated more, he would have talked more. I did a good job of asking leading questions, but I should have let students ask some questions that facilitated critical thinking as well.*

Small group discussion was effective. Prompts helped students stay focused on the topic. Groups even competed in pinball tournaments on the computer!

### Example 3

**Key:**

Description shown in **bold**  
Analysis shown in underline  
Reflection shown in *italic*

Many interactions on the videotape show students learning to reason mathematically and to communicate their reasoning. One interaction is when the group of boys is rotating the right triangle. In this interaction, Jonathan (the boy in the gray shirt) turns the coordinate plane  $\frac{1}{4}$  turn to the right, then locates the coordinates of point 1. He communicates those coordinates to be over 2 and up 2. However, when Jonathan made an error in the original position of the shape, I probed his thinking further, resulting in his understanding. In the video, I ask the group to observe the patterns in the table for the rotation of the rectangle. I led the group to the understanding that the opposite of the old x-coordinates have become the new y-coordinates and the old y-coordinates have become the new x-coordinates. As a result, the group notices their coordinates for the rotation should follow the same pattern. Thus, the real coordinates of Point I must be (2, -3). Another interaction which shows students reasoning mathematically is when the group of girls is working on the reflection of the isosceles triangle. During this part of the video, the two girls demonstrate how to correctly reflect the isosceles triangle over the x-axis by flipping from Quadrant II to Quadrant III. In addition, they demonstrate mathematical thinking as they work together to locate the coordinates of each point on the isosceles triangle. The girls communicate the coordinates of each point out loud to each other. Also, Megan (the girl in the black shirt) places her fingers on the graph and then counts how many units point F is over and down from the origin.

The analysis of the lesson suggests that the learning goals for these students were best achieved through small group interactions. One reason is the small groups allowed students more hands-on experience with manipulatives to perform the transformations. In the video,

### Example 3 (Continued)

students physically moved their fingers on the graph and located the points. This experience is far more enriching and can not be duplicated by the use of a worksheet. Another reason is small groups provided students with the opportunity to interact with other individuals to communicate and correct their thinking. Both groups in the video communicated the location of points with each other, monitored their work with the graph, and corrected their thinking about location of points or positioning of figures. In addition to small groups, students worked in a whole class format before and after the videotaped segment. The inclusion of the whole class format enhanced the lesson. Before the videotaped segment, it allowed students to process the instructions and ask questions about the assignment. At the end of the lesson, it provided an opportunity for each group to communicate with the class and for students to report observations they made about the coordinates of different transformations.

The use of manipulative materials had a positive effect on the students' learning experience. First, the manipulatives increased the students' level of access to the mathematics at hand. Instead of simply performing the transformations on a worksheet or listening to a lecture about transformations, students were actively engaged in concrete explorations with the materials. For instance, the two girls in the video tried to reflect the isosceles triangle but could not figure out why points F and G's coordinates were the same. After focusing their attention on where point G was and where their assignment said it should be, they were able to figure out they needed to flip the figure over. Next, the use of manipulatives enhanced student conceptual understanding. This point is best illustrated by the opportunity the manipulatives provided for me to correct student misconceptions with translations. *Until students engaged in the group activity, I did not realize they thought a translation could be performed while also turning or rotating the figure. However, when they began working in groups I immediately noticed students sliding the point of the figure to its given location, but they were also changing the orientation of the figure. As a*

### Example 3 (Continued)

*result, I utilized class time during the whole group discussion to address this misconception.*

Last, the use of manipulatives provided maximum abilities to assess student knowledge of the learning goals. By simply observing students, I determined their ability to perform a given transformation. I noticed whether students slid the figures the correct amount in the right direction, rotated the coordinate plane the correct amount, or flipped a figure accurately over the x-axis. Since the table contained many patterns, I could immediately discern whether the coordinates were accurate.

...

*If I were given the opportunity to teach this particular lesson with these students again, I would make two improvements. One improvement would be to replace the recording page where students had to graph the transformation of the figures with a page of questions focusing on the specific patterns within the coordinates. By creating a page of questions, I could extend students' thinking beyond just transforming figures and recording the coordinates. I could target specific observations I would like them to make for certain transformations. For instance, I could ask them to observe the pattern created when a figure is reflected over the x-axis. Then, I could extend their thinking by asking them to predict what would happen to the coordinates if the original figure had been flipped over the y-axis. Another improvement would be to supply each group with a transparency of the recording sheet. When groups began presenting their result to the class, they filled in their coordinates and graphed the figures on the overhead at the front of the room. While groups were recording their data, valuable class time was lost. By using transparencies, groups could just place their data on the overhead and conserve class time.*

## Reviewing Your Writing

A key step in the writing process, regardless of the skill or experience of the writer, is to review your own writing objectively. Even professional writers can become so involved in their writing that they forget to include information that readers do not know. For some, reviewing with objectivity requires “distance,” or time away from the project.

**TIP:** If you have time, set your writing aside for a day (or more) and do not think about it. The next time you read it, you should have an easier time recognizing where you left out important information, if a transition is missing, or if something is unclear.

To ensure that your writing meets stated goals for the Written Commentaries and required forms, you may want to ask at least one other person to read your work. This person should be someone who will be thorough and constructive with his or her feedback. Your goal in having someone else read your work is to discover the things that need improvement that you may not be able to see. Explain the basic portfolio instructions to this person, and let him or her review the National Board Standards for the component. Ask your reader to keep in mind that the Written Commentaries and forms accompanying your evidence are all the information you will be able to give assessors about your practice and that you need feedback about this writing, not about you or your teaching practice. Have your reader mark places in the text where he or she would like to know more or has trouble understanding the content. This kind of feedback can help you pinpoint the passages that need additional detail or explanation.

You will find that different people provide unique insights about what might improve your writing. A teacher will give a much different critique than someone who is not a teacher. Both kinds of feedback are valid and important. All National Board assessors who might be looking at your portfolio component are teachers in your certificate area who have undergone extensive training in National Board scoring procedures. However, some individuals may be better able to see “skips” in logic or to notice areas that need further explanation than would a colleague from your school who may not perceive skips because he or she is already familiar with your teaching environment.

Once you have received comments from your reader or readers, understand that these are simply opinions and that it is up to you to decide how to use the information you have collected. You may find that you receive seemingly contradictory feedback; try reading your own writing from both points of view. Follow the suggestions that make sense to you. Sometimes a reader is unable to pinpoint the exact source of a problem in a piece of writing but knows that a problem exists. This feedback can be very helpful, pointing you to the areas that may need more attention. It may take some thought and work on your part to determine which changes are most beneficial to your writing. You may need to do several drafts of your writing to develop the version that you feel best demonstrates what you are trying to show about your teaching and that also demonstrates that the Standards for the component have been met.

The Written Commentaries are key parts of your portfolio components. Since you must provide your writing with your portfolio components to National Board by the deadline for portfolio submission, you may want to give yourself an earlier deadline for finishing your Written Commentaries. This timeline would allow sufficient time for you to review your own writing and to get feedback from others. Your goal should be to submit the best possible evidence and analysis of your teaching.

## Recording Videos for Component 3

### Why Your Videos Are Important

In Component 3: Teaching Practice and Learning Environment, you are asked to submit video recordings of your teaching. (Note: For the Music certificate area, you are asked to submit video recordings of your teaching for both Component 2 and Component 3.) The purpose of the videos is to provide as authentic and complete a view of your teaching as possible. National Board assessors are not able to visit your classes; therefore, video recordings are the only illustration of these key practices:

- how you interact with students and how they interact with you and with each other
- the climate you create in your instructional setting
- the ways in which you engage students in learning

Your videos convey to assessors how you practice your profession, the decisions you make, and your relationships with students. This section provides technical advice, guidelines, and helpful information about making effective video recordings of your teaching practice.

### Before You Get Started

You must complete two key steps before you start video recording your class: obtain permission to video record and make sure your equipment is adequate for the task.

#### *Permission*

The National Board Student Release Form and Adult Release Form are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). These forms are used to collect and document the signed permission given for all individuals who appear in your submitted photographs or are seen or heard in video recordings. You must use **National Board release forms**; district or school release forms will not be accepted.

You must secure permission from the parents or legal guardians of *all* students in your videos. You should secure permission for all other students in your class in the event you need these releases. You should do this even if you are making the video recordings only for practice, since you might later decide that a video is suitable for submission.

Ensure that parents understand that the video recordings are not about the students, but are intended for professional discussions with other teachers about the best ways to teach, and that the students will never be identified by their full names. If, for some reason, a student's parents refuse to grant permission, you will have to ensure that the student is seated out of the camera's range and is not heard.

You must have a signed Student Release Form for each student who appears or is heard on a submitted video recording, seen in a photograph, or whose work samples you submit, as well as a signed Adult Release Form for any adult who is included in your submitted video recordings or in a photograph. It is your responsibility to keep these release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component.

## **Equipment**

You need the following equipment, at minimum, to make video recordings of your class:

- video camera
- headphones to monitor the sound being recorded
- external omnidirectional boundary microphone to be placed near students and connected to the camera at some distance from the group (If such a microphone is not available with your video recording equipment, consult a local audio retailer or search the Internet for more information. Helpful hints on how to use this relatively inexpensive microphone are provided in "[Improving Audio Quality](#).")
- tripod
- extension cord

Use the best video recording equipment available to you when making your recordings. Your school may have good equipment that you are allowed to borrow to create higher-quality recordings.

Because it is often difficult to hear students speaking, make sure that the equipment you use has a sensitive microphone. Some handheld cameras have audio reception that is sensitive; others require a separate microphone. If you are filming small student groups, you will be circulating among groups and should carry a handheld microphone to record your voice and the voices of the students. See "[Improving Audio Quality](#)" for more on this topic.

## **Video Recording Your Class**

In addition to providing some tips on the mechanics of recording, the strategies presented in this section can give you important practice in observing your teaching. This practice helps you reflect on the work samples you have decided to pursue as well as those you have not chosen. Observing your teaching lets you practice analyzing teaching in a way that you would not be able to without a video recording. With a video, you are able to watch what you do and when you do it as the lesson unfolds.

Until both you and your students get used to the experience, video recording may present an inauthentic view of your teaching. The first time you bring a video camera into your instructional setting, many students may not behave as they usually would. Some may become quiet and slide down in their seats, and others will play to the camera. Many teachers may find themselves inhibited (perhaps acting more formally, for example). For these reasons, it may be a good idea to practice making video recordings of your instructional setting to enable you to become familiar with the mechanics of video recording and to help both you and your students maintain a natural demeanor in front of the camera.

To get the maximum benefit from practicing your video recordings, you may wish to record different instructional sessions and varied teaching formats, including full-group instruction, cooperative-group work, and small-group instruction. These recordings should be made during the rostered class and not created during an off period or after school in order to show your regular teaching environment. (Exceptions: Music candidates are allowed to use after-school classes, and School Counseling and Library Media candidates may use after-school programs and non-rostered classes.)

If you choose to make practice video recordings, place the camera on a tripod or in a good vantage point (for example, on top of a file cabinet) where the camera view takes in the entire room. Record several sessions and watch these recordings alone so that you can

become accustomed to how you look and sound. You will also begin to notice what your students are doing and how their learning could be improved.

You must base your video practice sessions on the Standards for your certificate area since the video recording materials you eventually submit must reflect the elements of teaching practice that are judged essential to National Board's vision of accomplished teaching. These elements, based on the Standards, are what assessors look for in the materials you submit. The purpose of video practice sessions is to make you comfortable with video recording as a medium of conveying your practice. Because you may decide to use a practice session for your final submission, note the time limits and other requirements documented in the certificate-specific *Portfolio Instructions and Scoring Rubric* for Component 3.

The guidelines below apply to each of the video recordings you produce:

1. Decide on the sessions you plan to video record. Your practice exercises will be most beneficial if you record multiple sessions with as wide a variety of lessons and/or students as your teaching assignment permits. The classes you choose need not be the most advanced, but the topics of the lessons you record should be important for the students at their level of learning and likely to engage them.
2. You and your students must be seen and heard in both videos. It is important for assessors to be able to see and hear you and your students together, your students interacting with each other, your students' reactions to what you are doing, and their engagement in learning.
3. Scan the environment in which you plan to record your videos to avoid visual cues that reveal your or your students' names, your school or facility name, city, state, or other information included in "[Guidelines for Referring to People, Institutions, and Places.](#)"
4. Arrange for another teacher or a student to operate the video equipment at several practice sessions. Review video recording procedures with that individual, including the need to avoid stopping the camera or using the "fade in/out" feature of the camera (see "[Video Editing and Audio Enhancement Rules for Component 3](#)" for more information on acceptable and unacceptable editing).
5. Consider finding someone with the time and expertise to offer assistance in video recording your classes. Local college or high school students taking video courses or your school/district library media specialist may be available to help with recording and/or to offer advice.
6. Jot down a few notes that can help you recall a particular session when you are working on the analysis of your recording. At a minimum, note the following:
  - any particular instructional challenges offered by the students
  - the learning goals (lesson objectives) for the lesson
  - your opinion about the overall success of the lesson (i.e., were the learning goals achieved?) and the evidence you have as the basis for your opinion
  - a description of any instructional materials used in the lesson
7. Name the video recording file(s) to correspond with any notes you take on the lesson so that you can quickly and correctly match them.

### **Analyzing Your Video Recordings**

To select which video recording you wish to submit, review all of your video recordings, keeping in mind the "[Video Analysis Questions](#)" below and the time requirements specified in the certificate-specific *Portfolio Instructions and Scoring Rubric* for Component 3. You may

want to watch your videos several times. In fact, you may wish to initially watch each recording with the sound turned off to provide greater awareness of your and your students' nonverbal behavior (for example, facial expressions and body language).

After you have chosen the video recordings that you want to use, develop your written analysis by answering each of the "Video Analysis Questions." Your responses should be straightforward and written in nontechnical language.

When you have finished answering these questions, review your writing, imagining that you do not know anything about the unit or the students you have selected. Is your writing clear? Can you follow your own thinking?

### ***Video Analysis Questions***

Video-recorded teaching sessions offer particularly strong evidence of a teacher's knowledge and ability. The following questions are designed to focus attention on aspects of teaching that are described in the National Board Standards. Use these questions to hone your skills as an observer and analyst of your own teaching:

- What is the extent of student involvement (e.g., are most students participating or are the same few students doing all the talking)?
- Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell you about your instruction?
- What kinds of questions do you ask? Can all your questions be answered with a single word? How long do you wait for responses? Do you ask students to explain and/or defend a particular answer or approach? Do you ask students to compare or evaluate alternative interpretations or strategies?
- Are there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., do they indicate confusion and a need for clarification or understanding and extension)?
- What roles (e.g., expert, facilitator, co-learner) do you play in the video recording? Is each role appropriate for the situation?
- What kinds of tasks do you ask students to do? Do you capitalize on their previous knowledge and experiences?
- What instructional opportunities do you take advantage of and why?
- What instructional opportunities do you not take advantage of and why?
- What evidence do you see of the students taking intellectual risks? Does the climate of the instructional setting provide a safe environment for getting something wrong? Do students talk to each other as well as to you?
- Do you encourage students to take risks, to speculate, and/or to offer conjectures about possible approaches, strategies, and interpretations?
- Are the learning goals for the lesson achieved? Do you adjust the lesson so that your goals could be achieved by every student? What is the evidence for your answers, both in the video recording and from other sources?
- Explain how your design and execution of this lesson affect the achievement of your instructional goals. (Your response might include—but is not limited to—such things as anticipation and handling of student misconceptions, unexpected questions from students, unanticipated opportunities for learning that you captured, or your planned strategy and its outcomes in the lesson.)

**TIP:** These questions can also be used to guide discussion of video recordings in your professional collaboration group, if applicable.

### Video Recording Tips

After you and your students have become accustomed to the presence of video equipment, you will want to produce quality video recordings that best reflect your work with students. Professional quality is *not* expected. The following technical tips are offered to help you provide the best quality in your portfolio components.

### Improving Video Quality

Review the following suggestions for improving the quality of your video recording:

- If possible, use a tripod. Having the camera in a fixed position eliminates the wobbly effect of an unsteady hand.
- If writing on a chalkboard or whiteboard is an important part of the lesson, be sure that it is captured on the video recording and is legible. This may require refocusing the lens on the board. In addition, sometimes writing is legible to the eye but not to the camera, so you might have to move the camera to reduce the amount of glare on the board or use dark markers on chart paper taped to the chalkboard or whiteboard.
- In general, the camera should be pointed at the speaker. That is, when the teacher is speaking, the camera should be aimed at the teacher. When students are speaking, the camera should capture them. However, this general principle is difficult to achieve if the camera is positioned at the back of the room. A side position is more effective.
- You may need the camera person to follow you as you move from group to group to improve the sound. If you have to move the camera while recording, set the zoom lens to its widest setting to cut down on the shakiness of the recorded image.
- Increase the amount of light in the room to improve the video recording. Be sure to turn on all the lights and, if possible, open your curtains or blinds.
- Avoid shooting into bright light. If there are windows on one side of the room, try to shoot with your back to that light source.
- If you are using an older camera, you may have to adjust it for type of light source each time you shoot. Newer cameras may have a switch for recording in incandescent, fluorescent, or day light, or they may be completely automatic.

### Improving Audio Quality

Audio quality is important and can be the most troublesome aspect of video recording in an instructional setting. If you or your students cannot be heard, it is difficult for assessors to recognize and score your performance. Even if you can be heard, clarity of conversation is extremely important for assessors because they need to interpret the content of the dialogue.

There are environmental and technical challenges when trying to get the best audio quality. Flat, echoing walls and multiple students talking simultaneously make good sound retrieval a challenge; even with professional recording equipment, it can be difficult to hear everything that students say. For these reasons, always test the sound quality when recording and keep the following tips in mind:

- **Before each recording session, check the equipment to be sure that all cables are secured** and, if necessary, use masking tape to hold them in place. Many audio problems are the result of faulty connections rather than poor equipment quality.

- **Eliminate noises that may interfere with recording.** If the microphone is picking up extraneous noise, consider turning off fans, air conditioners, fish tank filters, and so on while you are recording. Also, whenever possible, avoid recording when you must compete with outside noises, such as a lawn mower, recess, or band practice.
- **Have the person recording wear headphones** to monitor the sound and to address audio problems as they occur.
- **Keep the microphone close to the action.** The location of the microphone is key to capturing quality audio. Remember that the closer the microphone is to the action, the better the sound recording. If you are circulating among student groups, for example, and you want to capture your interactions with a group, consider carrying an external microphone. For whole-class recording, the microphone can be suspended from the ceiling in the center of the room.
- **Use an external omnidirectional boundary microphone.** This is the most effective way to enhance the sound quality of your video recording. The built-in microphone of most cameras is generally not adequate; because it is attached to the camera, it is frequently not close enough to the person speaking, so it often picks up background noise and misses important conversations. Most external microphones lie flat to pick up sound that reflects off large, flat surfaces, such as table tops or walls. For almost all video cameras, the external microphone is plugged into the "EXT MIC" jack on the camera. When plugged in, the built-in microphone on most newer cameras automatically turns off, and only the sounds from the external microphone are recorded. Be sure to check this feature of your camera before you begin recording.

The following table provides background on setting up an external microphone.

Equipment Needed	Setup
One omnidirectional boundary microphone One heavy-duty extension cable One adapter	Plug one end of the adapter into the external-MIC opening on the video camera. Plug the extension cable into the other end of the adapter. Plug the external microphone cable into the extension cable. Plug the external microphone into the external microphone cable. You are now ready to begin video recording.

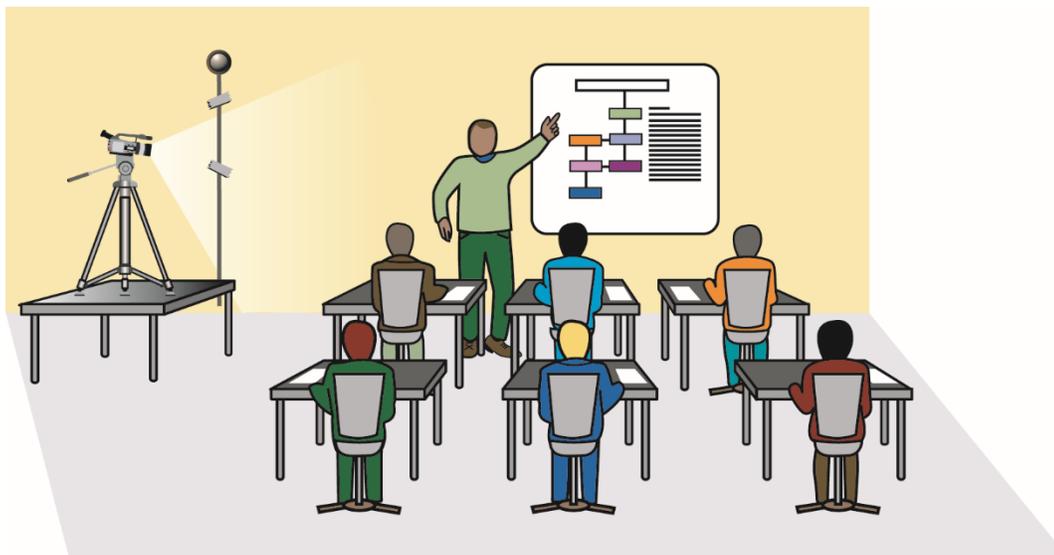
### ***Whole-Class Video Recording***

Whole-class video recording in National Board assessments is intended to show that you are effectively engaging the entire class, as a group, and that the entire class is involved in a discussion, again as a group. The video recording should show some interaction with specific students, but it is not necessary to zoom in on every student nor must every student in the group be shown in the video-recorded lesson.

The following are recommendations for video-recording whole-class teaching activities such as demonstrations, discussions, and so on:

- **Determine optimal camera placement.** It is optimal to place the camera on a tripod at the side of the room and, if possible, set it up high on a counter or table.
- **Set the lens to a wide angle.** It is important for assessors to be able to see you and your students together, your students' reactions to what you are doing, and their engagement in learning.

- **Avoid trying to follow a conversation back and forth between different people.** The camera always arrives late to the action.
- **Determine optimal microphone placement.** With masking tape, firmly attach the external microphone high on the front wall or on any other flat surface that faces toward the majority of speakers.



View of whole room showing best camera placement

### ***Small-Group Video Recording***

Small-group video recording in National Board assessments is intended to focus attention on student interaction in collaborative learning situations and on your facilitation of such learning as you move around the room. It is meant to capture a particular kind of situation: one in which you interact with many small groups as they pursue independent work.

The following are recommendations for video recording small-group activities such as discussions among several students, or groups of students, working on a project:

- **Determine optimal camera placement.** Plan ahead to determine the group of students you want to video record and then place the camera on a tripod, choosing a single vantage point from which you can record. Alternatively, the camera can be handheld and/or braced against a wall to steady the image.
- **The camera should be an appropriate distance from the group while showing as many participants as possible.** It is important for assessors to be able to see the facial expressions of students and to understand how you work with those students. Be sure that all of the people—you and your students—interacting in this small group can be seen and heard.
- **Adjust if the group is looking at or referring to an item.** Zoom in at the beginning of the conversation and maintain a close focus long enough for assessors to be able to understand the ensuing conversation. Then zoom out and keep the lens set wide.
- **Determine optimal microphone placement.** Carry the external microphone so that it is always closest to you and to the group with whom you are interacting. It is essential for assessors to clearly hear the participants' conversations.



View of a small group showing best camera and microphone placement

### Video Editing and Audio Enhancement Rules for Component 3

Each video recording must be made during a single class period. Submitting each video recording in a continuous and unedited format may provide the most authentic representation of your teaching practice. However, each video recording may include **up to two edits** for the reasons listed below. The only allowable edits to the video are for the following reasons:

- moving a whole class into a different physical instructional setting such as a lab, a gymnasium, or outdoors
- responding to safety drills
- changing the battery in the video camera

#### EXCEPTION:

**Music.** For Component 2, no edits to the two brief videos are allowed for any reason.

**No other edits to the video recording(s) are allowed.** Not allowable edits include, but are not limited to, creating an introduction, adding captions, or using features such as fade in/fade out that detract from an authentic presentation of your instructional setting. You may NOT make edits to your video to remove student or announcement disruptions or interruptions, individual/quiet student work time, transitioning from whole group to small group instruction or vice versa, moving among small groups in different locations, assessment time, etc. Also, you may NOT make edits that combine video that was recorded across more than one class period. If a release form was not obtained from one or more students and/or adults, ensure that the individual(s) are not in camera view when recording your video(s); blurring their faces in the video is not an allowable edit.

If either of your video recordings includes one or two allowable edits for the reasons listed above, you **must** note the reason for each edit on the Instructional Planning Form. If you submit a video with more than two edits, only the portion prior to the third edit will be viewed and scored. If you submit a video that has an edit other than two of the allowable edits due to the reasons listed above, only the portion prior to the non-allowed edit will be viewed and scored.

Amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing rules described above.

### Submitting Your Video Recordings

Be sure to do the following before you submit your video-based portfolio components:

- Make sure your video recordings do not exceed the time limits stated. Assessors view only the video footage that is within the stated time limit.
- If you edited your videos as allowed for only the reasons listed above, make sure each video includes no more than two edits. Assessors will view and score only the portion of the recording prior to the third edit.
- If expressions or phrases in a language other than English that are important for an assessor to understand are included in your video, provide brief explanations of these expressions or phrases in the Written Commentary.
- If your video is in a language other than English (and/or the target language for World Languages), you must provide a written English translation that includes any necessary student identifiers (but not students' names). Your translation does not count toward your page totals.
- Convert your video into a file format that meets the electronic portfolio management system requirements: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.
- Compress the size of your video file, if necessary. The recommended file size is 200 MB to 300 MB. Refer to the Video Conversion & Compression Guide at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) to download free software with instructions.
- Play back your final file before uploading to ensure it can be viewed by assessors and to check the audio quality. You and your students must be seen and heard in both videos. Failure to meet these requirements will make your portfolio component unscorable.

### Analyzing Student Work

The resources and materials in this topic give you guidance on important skills and how to systematically analyze all the information students produce about who they are, what they know, and the state of their learning. The activities in this topic offer a framework for thinking analytically about student work—particularly student responses to assignments, class work, assessments, and other instructional material—and for writing down your analytical insights about your students and their work.

**TIP:** Develop your own repertoire of questions and strategies to help you understand and analyze the work that students produce. Also develop rich and interesting opportunities for student responses—creating both occasions for response and the prompts or problems you can pose for students as they explore and master new ideas.

### Why Analysis of Student Work Is Important

As described in "[Writing about Teaching](#)," your Written Commentary about students and their work is a critical component of the assessment materials you are submitting. Your analysis of your teaching practice is an essential element of assessing your knowledge and ability as an accomplished teacher.

Because this kind of analysis and writing may be unfamiliar to teachers, some practice is likely to be both helpful and reassuring. You may learn about the depth and breadth of your

perceptions about student work once you begin to focus analytically, and, in turn, student work can become an even more interesting and critical resource for pedagogical information.

### **About Analysis**

To properly analyze student work, begin by making a detailed description of the evidence you observe. You need this evidence to be able to ask insightful questions and to make knowledgeable connections regarding your hypotheses about student learning. You must go beyond describing what you have seen to provide an analytical examination of instruction.

If you are also reflecting on your practice as a part of that analysis, a further prewriting step is required: as you connect what you did with what you see in the evidence of student learning, you must examine the effectiveness of your actions, your possible options, and the potential effects of those options.

This essential cognitive work produces an analysis that serves to broaden and deepen your practice and thus enhances future student learning. Step-by-step activities that take you through the analytical process are outlined below. You can apply all of the following activities to analysis of written student work, but the principles also apply to all instructional materials and can be helpful when used in conjunction with the video analysis questions in "[Analyzing Your Video Recordings](#)."

### **Practice Activities**

Following are descriptions of some optional activities you can engage in to help refine your skills in writing analytically about your teaching practice.

#### **Activity 1: Observation and Description**

Choose one of your class assignments that you thought elicited considerable information about your students' understandings. Choose three student responses to the assignment. Be sure to choose students who each pose a different instructional challenge to you as a teacher. Select student responses that are substantial enough to support the level of analysis required in the Written Commentary. Unless otherwise specified in the certificate-specific *Portfolio Instructions and Scoring Rubric* for the component, these are to be each student's individual response, not a response completed as part of a group activity.

Look carefully at the assignment that elicited the three student responses. Answer the following questions with specific details about the assignment (the word "assignment" is used here generically to mean an occasion, a prompt, or another device for eliciting substantive student response):

- What was the goal of this assignment?
- Why is this an important goal for student learning of the subject?
- How was this assignment connected to other activities, in or out of class?
- What subject-specific concepts did students need to know in order to complete this assignment successfully?
- What misconceptions would you predict might appear in student responses to this assignment?
- In what ways did you intend for this assignment to extend students' thinking about the topic?
- What did each student do correctly and/or incorrectly? (Student 1, 2, 3)

For each of the students you have chosen, jot down brief descriptions of the following features of the response to your assignment:

- What was the most striking feature of each response? (Student 1, 2, 3)
- What were the patterns in each response? (Student 1, 2, 3)
- What misconceptions does each response reveal? (Student 1, 2, 3)
- What insights (if any) does each response reveal? (Student 1, 2, 3)
- What feedback did you give each student? (Student 1, 2, 3)

**Activity 2: Interpretation: What Does Each Student’s Response Tell You?**

Using the *same* three student responses, jot down answers to the following questions for each student. Here the emphasis is on your interpretation of what you see.

Ask yourself these questions:

- How can you interpret the response from each student?
- What frame of reference is available to you to aid in that interpretation?
- What are the cues the student and the work give you?
- Using what you know about the connections that need to be made in order to understand ideas in particular domains appropriate to the content area, what does each student’s response tell you?
- How can your colleagues assist you in your interpretive work?

For each of the students you have chosen, jot down your interpretation based on each student’s response to your assignment:

- What is each student’s most essential misunderstanding or difficulty? (Student 1, 2, 3)
- How does each student’s response fit into what you already know about this student’s understandings and performance? Be specific. (Student 1, 2, 3)
- In two sentences for each student, describe what each learned from this assignment, judging from the responses. (Student 1, 2, 3)
- What does each student need to do next to move his or her understandings forward? (Student 1, 2, 3)

**Activity 3: How Does Each Student’s Response Illuminate Your Practice?**

In this activity, use what you have observed of each student’s work—and how you have interpreted those observations—to illuminate your goals and your strategies for reaching those goals. The focus of this analysis is the degree to which the student’s work shows that your goals for the assignment, and for your instruction prior to the assignment, were met.

- For each of the three students, write a brief but very specific diagnosis of the degree to which this student work shows that your goals for the assignment were met. (Student 1, 2, 3)
- Explain briefly how your instruction prior to the assignment was designed to prepare these students to complete this assignment successfully.
- For each of the three students, give your best diagnosis of the performance they have exhibited on this assignment. What parts of your instruction and/or preparation for this assignment do you think need reteaching or reinforcement for each student? (Student 1, 2, 3)

- Given each student's performance on this assignment, what goals should you set for each of these students in the immediate future and, also, in the more distant future? (Student 1, 2, 3)
- What was your feedback strategy for each of these students? (Student 1, 2, 3)
- Why did you choose that strategy for these particular students? (Student 1, 2, 3)

#### **Activity 4: Reflection**

The final stage in analyzing student responses is to reflect on your practice. It is in this final stage that you ask yourself this: in light of what the student responses have told you about the students' understandings, difficulties, misconceptions, and gaps, what might you do next (and/or differently or additionally) for these students? It is the habit of reflecting on decisions made in the midst of the teaching day that distinguishes the analytical teacher. And it is reflective practice that moves accomplished practitioners constantly forward; as you become your own observer and coach, you can recognize your accomplishments in making choices that advance student learning in effective ways. You can also encourage yourself to try yet another strategy when you are not satisfied with students' progress.

The following questions are designed to help you reflect on your practice with the three students who have been the focus of these activities. However, these questions could be asked at the end of every teaching day about each class you teach. Once you begin to think in these terms, you need not write down the answers. You will find that the habit of reflection generates so many new ideas and strategies that you are hardly able to find the time to try them all.

Look back at the three student responses to your assignment. Briefly answer each of these questions about these students, their responses, and your own sense of your practice:

- What did each student learn from this assignment and the instruction that preceded it? Be specific. (Student 1, 2, 3)
- What did you learn from each student's response? (Student 1, 2, 3)
- What would you do differently in light of the student responses to this assignment?
- In light of your analysis, reevaluate your feedback strategies. Would you alter them in any way? If so, how and why? If not, why not?
- Would you give the same assignment again? If so, would you prepare students for it differently? If so, how? If not, what assignment would you give in its place and why?

#### **Reviewing Your Work**

As you work on completing your portfolio components, you should reflect on ways to improve your responses by asking yourself these questions:

- Does the portfolio component, taken as a whole, accurately represent my teaching?
- Are there important aspects of my teaching that the portfolio component does not capture?
- Could I select student work samples or video recording opportunities that would better fit the guidelines given in the *Portfolio Instructions and Scoring Rubric*?
- Do I address each of the questions listed in the Written Commentary or form instructions?
- In what ways could I improve my responses to the questions in the *Portfolio Instructions and Scoring Rubric*?

- In what ways might my responses be incomplete or unclear to someone who understands my teaching only by the work I am submitting in this portfolio component?

If you have trouble answering these questions, a colleague or mentor may be able to help you assess your work.

## Formatting, Organizing, and Submitting Your Portfolio

It is essential that all submissions be organized and assembled as required by National Board. Specification and formatting guidelines must be followed and the appropriate forms must be completed and submitted with evidence as indicated in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component.

### Formatting Your Evidence for Electronic Submission

You will develop evidence using the format requirements in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component and will upload your portfolio components in electronic format to the electronic portfolio management system. Be sure to pay close attention to the stated page limits and video time limits. The following are general formatting guidelines:

- **Forms.** All forms required for submitting materials are available as word-processing files that you can download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) or as scannable pages in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component. Follow these guidelines when using the forms for submission:
  - Do not delete or alter any original text (including the header, footer, title, directions, and prompts) to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Assessors will read only up to the allowable page limit. Information on pages exceeding the maximum will not be considered in the scoring of your submission.
  - Follow the format specifications for font and line spacing provided in the directions of each form. Do not use a smaller font or narrower margins in an attempt to fit in more information. Assessors will ignore any content after the point equivalent to the specified maximum length.
  - Submit your forms as Microsoft Word, Open Office, or PDF files.
  - If you scan completed forms as graphic files, insert them into word-processing files for submission.
- **Written Commentaries.** Written Commentaries are composed using word-processing software. Submit your work as Microsoft Word, Open Office, or PDF files. Follow the format specifications for font, line spacing, margins, and page count provided in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component. Do not use a smaller font, single spacing, or narrower margins in an attempt to fit in more information. If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length. When preparing written materials for your portfolio components, be sure to proofread your writing for spelling, mechanics, and usage.
- **Videos.** Your videos must be submitted as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v files. You must compress large video files before submission. Refer to the *Guide to Electronic Submission* for complete video submission requirements, including acceptable file sizes.

Each video must not exceed the time limit or include non-allowed edits as described in the certificate-specific *Portfolio Instructions and Scoring Rubric* and the "[Video Editing and Audio Enhancement Rules for Component 3](#)" section of this document. Assessors will view and score the video only up to the maximum time limit or non-allowed edit. In instances where a video is too long or contains a non-allowed edit, assessors will still

read the corresponding Written Commentary. However, they will be unable to corroborate with video evidence any part of your Written Commentary that touches on events that occurred beyond the time limit or non-allowed edit.

- **Other types of evidence.** There are other evidence types that require you to submit artifacts and evidence together with forms that provide additional detail. You may have gathered this evidence as both hardcopy and electronic files. The evidence must be organized together with the appropriate forms (where needed) and submitted as Microsoft Word, Open Office, or PDF files according to the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component.
  - Do not reduce full-sized pages of evidence (e.g., handouts, documents created using a word processing program) to fit more than one piece of evidence onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
  - If instructional materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
  - If materials were created using presentation software (e.g., Google Slides, Microsoft PowerPoint) to project for the class, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total. Be sure any text on the slides is large enough to be fully legible without magnification of the 8.5" × 11" page (original font size no smaller than 36 points) and that there is adequate spacing between text to allow assessors to be able to easily read the slides.
  - If submitting smaller items (including photos and images, **but not text**), you may format up to six smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. In determining the number of smaller items to include on a single page, keep in mind that each of the items must be large and clear enough for assessors to be able to view relevant details.
- **Evidence that is too small to read or exceeds page limits will not be considered by assessors.** You must follow the instructions presented here and in the specific component instructions.
- **Do not include copyrighted materials with your submission.**

A signed release form is required for each student or adult whose images, work, self-assessments, and/or communications appear in your portfolio materials. These release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). Retain completed student and adult release forms for your records indefinitely; do not submit them with your evidence.

For instructional documents and helpful tips for formatting your materials, including the *Guide to Electronic Submission*, visit the National Board ePortfolio page ([www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)).

## Using Forms to Organize and Describe Your Evidence

All forms required for submitting materials are designed to help you ensure consistent organization of your portfolio and gather important information.

You may complete these forms in two ways depending on the content of the form:

- For forms that require descriptions or explanations of evidence, you must download the word-processing files available at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center), fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

### OR

- For forms that do not require descriptions or explanations of evidence and that are used solely to identify submitted evidence, you may print out the forms from the *Portfolio Instructions and Scoring Rubric*, fill them out by hand, scan the completed forms with the associated evidence, and then upload the electronic file to the electronic portfolio management system.

**Important:** When using a form to submit evidence, do not delete or alter any original text on the form (including the header, footer, title, directions, and prompts) to gain more space to write your responses. Both the original text and your responses are included in the total page count indicated on the form. **Pages exceeding the maximum will not be scored.**

### Confirming Forms

You can confirm that you have all the appropriate forms—and that you are submitting them properly—using the following resources in the certificate-specific *Portfolio Instructions and Scoring Rubric* for each component:

- **Electronic Submission at a Glance.** This chart provides an overview of the submission requirements for the component for your certificate area.
- **“Forms” section.** The forms required for submitting the portfolio component are included after the Electronic Submission at a Glance.

### Organizing

Prior to uploading your components into the electronic portfolio management system, be sure that all your portfolio materials are clearly labeled and organized into the appropriate files. Use the component-specific Electronic Submission at a Glance for your certificate area as your guide to assembling materials for each portfolio component.

Reviewing the following general questions can remind you of where to look for mistakes, so before submitting your portfolio for scoring, be sure to ask yourself these questions:

- Have all requested materials been included?
- Have the proper forms been completed and included?
- Are all materials grouped and ordered correctly within the specified number of files?

Better than finding mistakes is avoiding them altogether. The following reminders can help.

Feature	Review Guideline	IMPORTANT!
<b>Class composition</b>	For most certificate areas, confirm that at least 51% of the students in your class(es) are within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. <b>(Note:</b> For Exceptional Needs Specialist, Literacy: Reading–Language Arts, and School Counseling, this requirement varies; see <i>Choosing the Right Certificate</i> at <a href="http://www.nbpts.org/national-board-certification/candidate-center">www.nbpts.org/national-board-certification/candidate-center</a> for more information about your certificate area.) The class or groups featured in both Component 3 videos must meet this requirement also.	If the age range requirement is not met, your component <b>will not be scorable and you will receive a code of NS on your score report.</b>
<b>Time period</b>	For Component 2 and Component 3, verify that you taught or counseled the class and/or students featured in the component within the 12-month time frame prior to the opening date of the ePortfolio submission window. Likewise, be sure the evidence to be submitted falls within the same 12-month time frame.  For Component 4, the class/group and assessments that you feature must come from the 12-month time frame prior to the opening of the ePortfolio submission window. However, the identification of a professional learning need and a student need and actions taken to address those needs may occur up to 24 months prior to the opening date of the ePortfolio submission window, but evidence of the impact on student learning of the actions taken to address the needs must be gathered from no more than 12 months prior to the opening date of the ePortfolio submission window.	If you include classes, students, and evidence older than the specified time frame, your component <b>will not be scorable and you will receive a code of NS on your score report.</b>
<b>Variety of evidence</b>	The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting. The two videos for Component 3, however, must show different units of instruction. Likewise, the individual students whose work is featured and any assessments and/or examples of student work submitted for Component 2 must be different from those submitted for Component 4.	Videos representing the same unit or lesson will limit the evidence that assessors will score.
<b>Formatting and specifications</b>	Follow formatting guidelines carefully. See the certificate-specific <i>Portfolio Instructions and Scoring Rubric</i> for each component for complete format and submission requirements.	Formatting incorrectly can make all or part of submitted evidence unscorable.

Feature	Review Guideline	IMPORTANT!
<p><b>Student work samples</b></p>	<p>In each Written Commentary, confirm that student work samples are the samples that that lesson elicited. Use the appropriate forms and mark the student work samples with student identifiers (e.g., “Student A,” “Student B”). Omit student last names.</p>	<p>If you include the wrong Written Commentary with your student work samples, that Written Commentary will be used to score your portfolio component.</p>
<p><b>Video recordings</b></p>	<p>Review the content of your video recordings to ensure that activity can be seen and heard. Be sure your video recordings include no more than two allowable edits for the reasons specified in the <u>“Video Editing and Audio Enhancement Rules for Component 3”</u> section. If either of your video recordings includes one or two allowable edits, you must note the reason for each edit on the Instructional Planning Form.</p> <p>Verify that the lesson you described in the Written Commentary is the same lesson that you included in your video evidence.</p> <p><b>For Music Component 2 only</b></p>	<p>If you submit a video with more than two edits, only the portion prior to the third edit will be viewed and scored. If you submit a video that has an edit other than the two allowable edits specified in the <u>“Video Editing and Audio Enhancement Rules for Component 3”</u> section, only the portion prior to the non-allowed edit will be viewed and scored. If you choose to submit a video recording with a non-allowed edit, you will limit the evidence that assessors will score.</p> <p>If you include the wrong Written Commentary with a video-based component, that Written Commentary will be used to score your entry.</p> <p>If you submit a video for Component 2 with <b>any</b> edits, only the portion prior to the first edit will be viewed and scored.</p>
<p><b>Completeness of portfolio component</b></p>	<p><b>Missing materials:</b> It is your responsibility to make sure that your portfolio component materials are complete when they are submitted. You will not be notified of any missing critical materials.</p> <p><b>Electronic Submission at a Glance:</b> This checklist for each component details the required submissions for your certificate area and can help you check the completeness of your submission.</p> <p><b>Extraneous material:</b> Do not include materials that are not required as part of a component as this may impede the assessors’ ability to identify your actual component submission.</p>	<p>You will not receive a score for any component that is missing in its entirety or lacking critical materials (e.g., a Written Commentary, video recording, or student work sample).</p> <p>You will not be able to add to or edit a portfolio component after it has been submitted for scoring.</p> <p>Candidates with incomplete score profiles will not achieve National Board Certification.</p>

<b>Feature</b>	<b>Review Guideline</b>	<b>IMPORTANT!</b>
<b>Important forms</b>	<p>Make sure you have completed and retained Student and Adult Release forms for anyone who appears or is heard in a video recording or seen in a photograph or any student whose work is part of your student work samples, giving you their permission to use their image, voice, and/or work. Keep these completed release forms—copies and originals—with your records.</p>	<p>It is your responsibility to keep all release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component. Do not submit release forms with your portfolio.</p>
<b>English translation</b>	<p>If you are submitting student work samples or videos in a language other than English, you must provide a written English translation for that evidence.</p> <p>The translation must include any necessary student identifiers (but do not include students' names). Note that the pages of your translation do not count toward your page totals.</p> <p>Note: This guideline does not apply to World Languages. For English Language Arts, submitted student work samples and videos must be in English only.</p>	<p>Failure to provide a translation or to properly label your translated submission will mean that your response will not be scored.</p>

## Uploading and Submitting Your Evidence of Accomplished Teaching

After formatting and organizing materials for your portfolio components, you must upload and submit your portfolio components to the electronic portfolio management system. Refer to the *Guide to Electronic Submission* for step-by-step instructions on uploading and submitting your components for scoring.

### Avoiding the Most Common Submission Errors

**Review your work carefully before submitting it for scoring. You will not be able to change any of your work once it has been submitted.** Read the following chart to avoid the most common errors that can make your portfolio not scorable. Receiving an NS for your submission will result in retake fees and a delay of your consideration for certification.

Questions to Review Before Submitting Your Portfolio	
<p><b>Is your evidence complete and formatted correctly?</b></p>	<p>It is critical that your evidence of accomplished teaching match the format specifications and page limitations outlined in the portfolio instructions. Material missing from your submission will cause it to be unscorable. This includes Written Commentary, student materials, video recording, documentation, and so on.</p> <p>Avoid this error by using the Electronic Submission at a Glance in the certificate-specific <i>Portfolio Instructions and Scoring Rubric</i> for each component to verify the format and content of your evidence prior to uploading your files to the electronic portfolio management system.</p>
<p><b>Did you play back your video to test the recording quality?</b></p>	<p>After uploading your video file to the electronic portfolio management system, and before submitting for scoring, play the video recording to ensure the picture and sound are clear and to verify that you are identifiable in the video.</p>
<p><b>Did you answer the guiding questions and prompts in your commentaries?</b></p>	<p>In your Written Commentary and descriptions of evidence such as those found on forms accompanying student work, instructional materials, etc., be sure to completely address the information being sought through the guiding questions and prompts. These commentaries and descriptions are your opportunity to provide insight to assessors on how you have fulfilled the goals of the assessment.</p>
<p><b>Does your class meet the age and content requirements for the certificate area?</b></p>	<p>For most certificate areas, at least 51% of the students in the class or classes that you use to complete your portfolio components must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. (<b>Note:</b> For Exceptional Needs Specialist, Literacy: Reading–Language Arts, and School Counseling, this requirement varies; see <i>Choosing the Right Certificate</i> at <a href="http://www.nbpts.org/national-board-certification/candidate-center">www.nbpts.org/national-board-certification/candidate-center</a> for more information about your certificate area.) Failure to use an appropriate class will make your portfolio component unscorable and you will receive a code of not scorable (NS) on your score report.</p>
<p><b>Have you ensured that you have not included any last names or copyrighted materials?</b></p>	<p>Remember, all last names on any documents you submit must be redacted. Do NOT leave personally identifiable information on any documents you submit. You may not include any copyrighted materials with your submission. While failure to follow these guidelines will not make your portfolio unscorable, there are potential confidentiality and legal implications for not adhering to these guidelines.</p>

**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education and the Bill & Melinda Gates Foundation. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education or the Bill & Melinda Gates Foundation, and you should not assume endorsement by the Federal Government or the Bill & Melinda Gates Foundation. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

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## ePortfolio Resources



## ePortfolio Resources

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Further copies of these resources, as well as video tutorials, can be found at <http://boardcertifiedteacher.org/eportfolio>



# ***Guide to Electronic Submission***

***Submitting your evidence of accomplished teaching using the ePortfolio system***

**NATIONAL BOARD**  

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*for Professional Teaching Standards®*

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## Key Features of Electronic Submission

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Whether you are seeking National Board Certification® or renewing an existing certificate, you will use the ePortfolio system to upload your submission(s) for evaluation. We encourage you to read this publication carefully and refer to the National Board website ([www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)) and any emails you have received from the National Board for up-to-date information.

The ePortfolio system has built-in features to facilitate your online submission process, including

- online system tutorials to guide you through the process of uploading your submissions;
- tracking capabilities so that you can easily monitor your progress;
- temporary file management features to upload, review, and remove/replace draft documents and videos until they are submitted or until the submission deadline, whichever comes first;
- an automated process for transcoding uploaded files;
- a feature that allows you to label each file for a part that requires multiple files to be uploaded.

## Getting Started

The ePortfolio system will be available beginning April 1, 2020. To begin the online submission process using the ePortfolio system, you will

- obtain your voucher code(s) to access the system;
- register and enter your voucher code(s) to submit your material online.

View the online training videos available at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for step-by-step instructions to register your voucher codes, upload evidence, and submit your material.

### Obtaining Your Voucher Code(s) to Access the ePortfolio System

When the submission window opens, voucher codes will be emailed to all National Board Certification and renewal candidates, and to Maintenance of Certification (MOC) pilot study participants who have selected to submit a portfolio during the current assessment cycle. These voucher codes are required in order to access the ePortfolio system. If you are a candidate and cannot locate the email with your voucher code(s), you can access your code(s) from your National Board account after the ePortfolio submission window opens. Simply log in to your account and select the appropriate cycle year. Voucher code(s) are displayed on your home page.

**VOUCHER CODES ARE PORTFOLIO-ENTRY SPECIFIC AND UNIQUE TO YOU.** Do not share them with anyone else.

**Important:** If you are a candidate, make sure your National Board account is up to date with your preferred email address. Be sure to add NBPTSReg@pearson.com to your safe sender list to ensure receipt of your voucher code(s) and other important notifications.

### Registering and Entering Your Voucher Code(s) to Submit Evidence Online

To register and begin using the ePortfolio system, follow this five-step process:

1. **Access** the ePortfolio page on the National Board website ([www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission)).
2. **Click** the link to the ePortfolio system.
3. **Click** "Register" in the top navigation of the ePortfolio website, then click "Register" under the appropriate heading:
  - First-time and returning candidates
  - Renewal candidates
  - Maintenance of Certification (MOC) Pilot Study
4. **Follow** the instructions to create an account. If you are a candidate, be sure to enter your name as it appears in your National Board account. If you registered and created an account in the ePortfolio system in a previous year, use your existing login credentials to sign in. Your username was your email address at the time. You may use the "Forgot Password?" feature to reset your password if necessary.

**Important:** Do not create an ePortfolio account using a shared email address. **Your email address must be unique to you and used only by you.**

5. **Enter** your voucher code(s) in the text box. The system will validate your code(s) and display the portfolio entries for which you are registered. **Note:** You will be able to submit evidence only for the components you have purchased.

## Agreements

In order to successfully register your voucher code(s), you will be required to read and agree to the terms for using the ePortfolio system. The text of these agreements will be made available to you on the National Board ePortfolio website when registration opens so that you may read the agreements prior to registering.

# Formatting, Uploading, and Submitting Materials

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## Formatting Your Evidence

Develop evidence using the Standards and portfolio instructions for your certificate area.

Submit your material based on these key evidence types:

- **Forms.** Submit the required forms for each component:
  - Forms that require you to enter information about the evidence you are submitting: Complete these by typing into the designated areas on the form.
  - Forms that identify included evidence (for example, student responses and instructional materials): While you may not delete or alter any original text on the forms (including the header, footer, title, directions, and prompts), you can format the document so that the header and footer appear only on the form and not the evidence you attach (in Microsoft Word, insert a section break at the bottom of the form; then on the first evidence page, edit Header/Footer, unclick "Link to Previous," and delete the header/footer); however, removing headers and footers from the evidence you submit is not required.

You may submit your forms as Microsoft Word, OpenOffice, or PDF files. If you scan forms as graphics files, you may insert them into word-processing files for submission.

- **Written commentaries.** Written commentaries and written reflections are composed using word processing software. When creating these files, you must follow the format specifications found in the portfolio instructions for your certificate area, including the font size, margin specifications, and maximum page length allowed. During the upload process, system transcoding may result in your commentary running onto an additional page. The material on the additional page will be evaluated as long as the source document you uploaded falls within the maximum page length allowance. Submit your work as Microsoft Word, OpenOffice, or PDF files.
- **Video recordings.** Video recordings of your classroom teaching will be uploaded directly into the ePortfolio system. Your video recordings must adhere to the format specifications outlined in the portfolio instructions for your certificate area and must be submitted as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v files. If your video recordings consist of multiple segments, it is important that you submit only the segment(s) allowed for your portfolio entry.

Although there is no limit on the number of megabytes (MB) uploaded for an entire portfolio, the ePortfolio system has a 500 MB file size limit for each file that is uploaded. Therefore, you must compress larger video files before submission. Video compression tools can help you easily reduce video file size without impacting the length of your video. Please follow the instructions for video compression found on the Help page of the ePortfolio system.

- **Other types of evidence.** There are other evidence types that require you to submit artifacts and evidence together with forms that provide additional detail. You may have gathered this evidence both in hardcopy and as electronic files. The evidence must be organized together with the appropriate forms and submitted as Microsoft Word, OpenOffice, or PDF files.

## File Naming Conventions

There is no required naming convention for the files you will upload to the ePortfolio system. We encourage you to use a naming convention that will help you easily identify and organize the various parts of your submission. **Note:** To avoid upload issues, file names should not include special characters.

**Important:** You may be required to combine some materials into a single file for submission.

For first-time, returning, and retake candidates, refer to the **Electronic Submission at a Glance** chart in the portfolio instructions for your certificate area for a list of the materials you will need to submit. For renewal candidates, refer to the chart in the Profile of Professional Growth instructions.

Sample charts are also provided at the end of this document.

## Uploading and Submitting Your Materials

It is important that you begin the upload process early. Uploading your materials may take multiple days to complete. Follow the steps below to upload and submit your materials:

1. **Access** the ePortfolio page on the National Board website ([www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission)).
2. **Click** the link to the ePortfolio system.
3. **Log in** to the ePortfolio system. The Portfolio Entry Summary page is displayed (see the sample screen shot below that will be displayed for a National Board Certification candidate submitting Component 2: EA/English Language Arts).

The screenshot shows the National Board website interface. At the top, the logo reads "NATIONAL BOARD for Professional Teaching Standards®". Below the logo, there is a navigation bar with a dropdown menu set to "Component 2: EA/English Language Arts". The main content area is titled "Portfolio Entry Summary" and includes a "Submit" button. Underneath, there is a section for "Component 2: Differentiation in Instruction" with a sub-header "0 of 4 Parts Ready to Submit". A table lists four parts, each with a "Start" button and a "Not Started" status.

Start	Part A: Contextual Information Sheet(s)	Not Started
Start	Part B: Written Commentary	Not Started
Start	Part C: Student A Packet	Not Started
Start	Part D: Student B Packet	Not Started

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4. **Click** "Start." You will be prompted to upload your electronic file(s).
5. **Click** "View Evidence" to review your evidence file(s) for accuracy. It is important that you review your material in its entirety.

**Important:** The National Board will not audit or inventory your materials. **You are required to verify the accuracy of your materials prior to submission.**

6. **Mark** "Ready to Submit" when your evidence file for each part has been uploaded and reviewed. A progress area for each submission will indicate when all the parts are complete.
7. **Click** "Submit" to submit your work for each portfolio entry for which you are registered. Once your work has been submitted for evaluation, your submission is final and you will only have read-only access to your file(s).

**Important:** If you leave files in the system that you have not yet submitted, ePortfolio will automatically submit these files at the close of the submission window.

## File Labeling Feature

The file labeling feature will be available for only the following parts in ePortfolio:

- Component 2: EAYA/Music, Part E: Video Segments
- Component 2: EMC/Music, Part E: Video Segments
- Component 3: all certificate areas, Part C: Videos
- Component 3: all certificate areas, Part D: Instructional Planning Form and Materials
- Component 3: all certificate areas, Part E: Written Commentary
- Component 4: all certificate areas, Part C: Generation and Use of Assessment Data
- Component 4: all certificate areas, Part D: Participation in Learning Communities

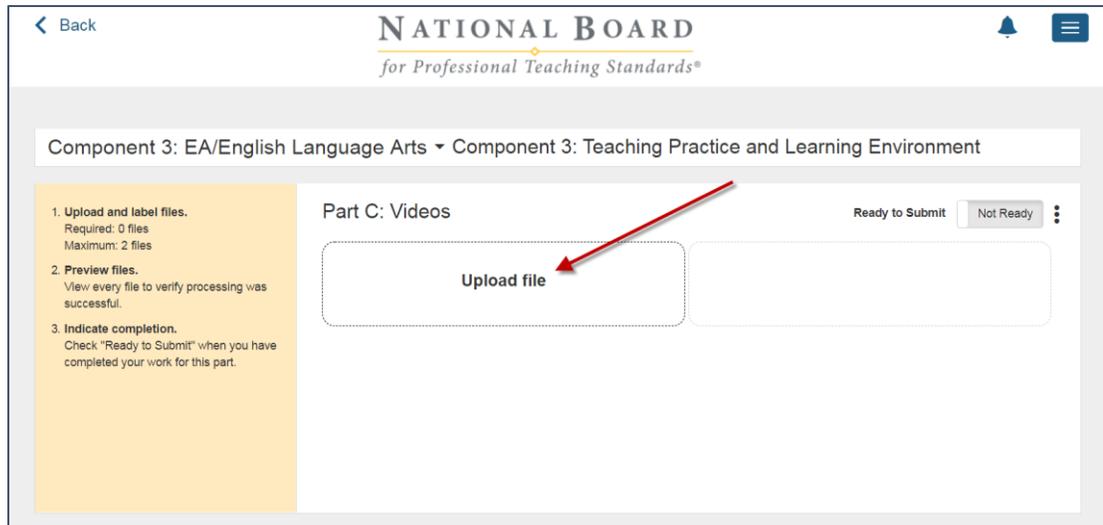
**Note:** The list of parts requiring labeling is subject to change in the future and is not applicable to renewal candidates or MOC pilot study participants.

## Labeling Your Material

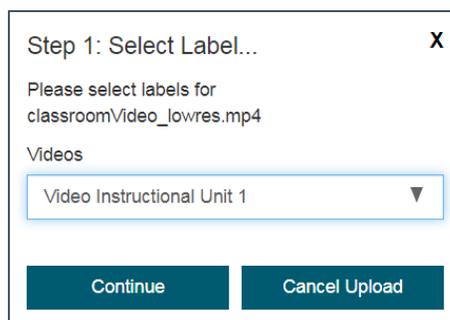
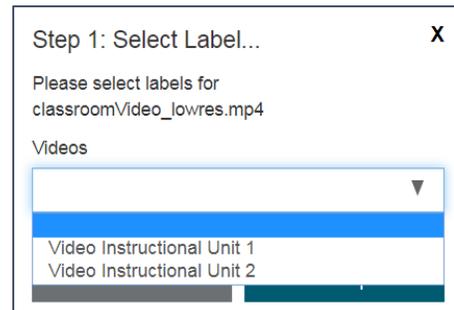
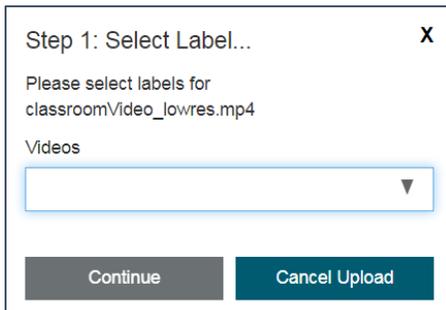
Each of the parts listed above requires multiple files to be uploaded. When you select a file to be uploaded for one of these parts, a "Select Label" box will display, which includes a dropdown menu. The labels available in the dropdown menu correspond to the required pieces of evidence for the part you are working on.

The sample screenshots below illustrate the steps for labeling files.

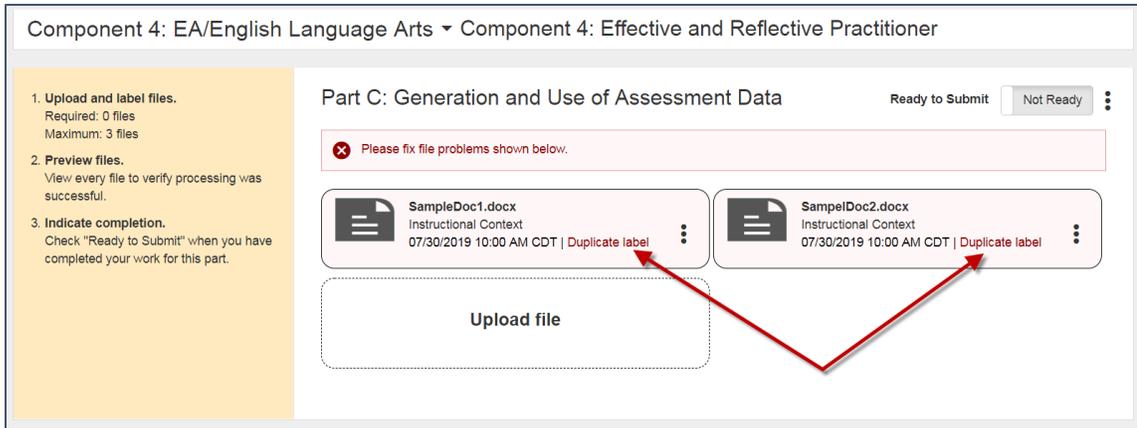
1. **Click** the “Upload File” button, and locate the file you wish to upload. Once you have selected a file to upload, a “Select Label” box will automatically display.



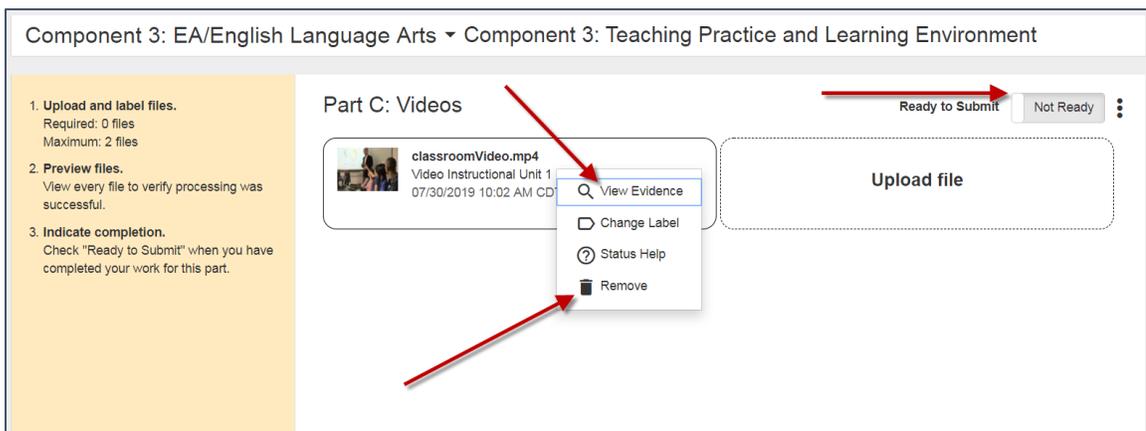
2. **Select** a label from the dropdown menu in the “Select Label” box, and **click** “Continue” to apply the label to your file.



**Note:** Each uploaded file must have a unique label assigned to it from the dropdown menu. If you select the same label for more than one file, the red error message **“Please fix file problems shown below”** will be displayed. To correct this, **click** “Duplicate label” under the name of the file with the wrong label assigned, and choose a different label from the dropdown menu in the “Select Label” box that will pop up.



3. Once you have successfully labeled and uploaded a file, you will be able to **review** your transcoded file, **change** the label you applied if needed, **remove** the file altogether, **upload and label** another file (if necessary), or **click** the “Ready to Submit” button to move on to the submission process.



## Policies and Guidelines

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### Changing Certificate or Portfolio Entry Selections

If you are a first-time candidate, you may change your certificate area or portfolio entry selections through your National Board account.

**All changes must be made prior to the established deadline.** Refer to the *Guide to National Board Certification* for specific policy and instructions regarding certificate and portfolio entry changes. No changes can be made after the established deadline.

### Submission

You will receive an email confirmation for each portfolio entry submitted. Note that this is the only notification you will receive regarding the receipt of your portfolio entry; the National Board will **NOT** audit or inventory the contents of your submission. (You must verify the accuracy of your material prior to clicking the Submit button.) Once submitted, all materials become the property of the National Board. For this reason, you are encouraged to retain copies of your material.

If you identify an error after submitting a portfolio entry, an exception processing service is available for a fee of \$250 **per entry** that will allow you to resubmit material. This service will only be available for one week after the submission window closes (**until June 19, 2020**). Candidates seeking this exception may be issued new voucher code(s) and all will be required to attest to their adherence to the submission deadline (June 12, 2020). For additional information, please contact Customer Support at 1-800-22TEACH®.

After the submission deadline, all uploaded materials (including incomplete entries) in the ePortfolio system will be submitted for evaluation as is.

## Recommended System Specifications

It is recommended to use the latest version of the following operating systems, browsers, and software, depending on your preferences, for optimum system performance:\*

Operating Systems	Browsers	Software
<p><b>Desktop/Laptop:</b></p> <ul style="list-style-type: none"> <li>• Windows 10 or later</li> <li>• Mac OS X v10.9 or later</li> </ul> <p><b>Handheld Devices:</b></p> <ul style="list-style-type: none"> <li>• Android</li> <li>• iOS</li> </ul>	<ul style="list-style-type: none"> <li>• Chrome</li> <li>• Firefox</li> <li>• Edge</li> <li>• Safari</li> </ul>	<ul style="list-style-type: none"> <li>• Software that can be used to edit .docx files, such as Microsoft Word, Apache OpenOffice, or Google Docs</li> <li>• Adobe Acrobat Reader</li> </ul>

\*For optimum performance, a high-speed internet connection is recommended. The speed of uploading files to the ePortfolio system is dependent on the type of network, the size of the file, and the capacity of the network at upload time. Documents should upload and appear in the "Ready" state within 15 minutes; video files may take as long as one hour to upload and appear as "Ready."

## Sample Electronic Submission at a Glance Charts

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The samples on the following pages illustrate electronic submission information for:

- **first-time, returning, and retake candidates**  
Obtain the chart specific to your assessment and certificate in your certificate-specific portfolio instructions for each component online at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).
- **renewal candidates**  
Use the chart located in the Profile of Professional Growth instructions online at [www.nbpts.org/national-board-certification/candidate-center/renewal-candidate-resources](http://www.nbpts.org/national-board-certification/candidate-center/renewal-candidate-resources).

**Maintenance of Certification (MOC) pilot study participants:** Please refer to the email correspondences you have received for the link to your MOC-specific instructions, sheets, and templates.

## Sample Electronic Submission at a Glance for First-Time, Returning, and Retake Candidates

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files for you to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

EA-AYA/English Language Arts Component 3: Teaching Practice and Learning Environment				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
<b>Introduction to Entry Form</b> (form provided)	docx, odt, or pdf	1	<b>No more than 1 page</b>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• Single space</li> </ul>
<b>Instructional Context Sheet</b> (form provided)	docx, odt, or pdf	1	<b>Submit 1 file with no more than 1 page for each video— 2 pages total</b>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• Single space</li> <li>• Combine both sheets in a single file for submission.</li> </ul>
<b>Videos</b>	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	2	Running time <b>10–15 minutes each</b>	<ul style="list-style-type: none"> <li>• A signed release form is required for each student or adult who appears and/or speaks in the video recordings.</li> <li>• Refer to the <i>Portfolio Instructions and Scoring Rubric</i> for video content and requirements.</li> <li>• When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> </ul>
<b>Instructional Planning Form and Materials</b> (form provided)	docx, odt, or pdf	2	Submit 1 file for each video. In each file, include: <ul style="list-style-type: none"> <li>• Instructional Planning Form, <b>no more than 1 single-spaced page</b></li> <li>• Description of instructional planning and strategies, <b>no more than 2 double-spaced pages</b> with 1" margins on all sides</li> <li>• Instructional materials: one or more items, <b>no more than 3 pages total</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> <li>• Describe reasons for 1–2 allowable edits, if edits were made.</li> </ul>
<b>Written Commentary</b>	docx, odt, or pdf	2	Submit 1 file for each video, <b>no more than 4 pages each</b>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• Double space with 1" margins on all sides</li> <li>• When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> </ul>

Release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). **Retain completed release forms for your records; do not submit them with your evidence.**

## Sample Electronic Submission at a Glance for Renewal Candidates

Submit your evidence of accomplished teaching using the ePortfolio system (see the *Guide to Electronic Submission*). Use this chart to understand how to group your evidence and submit it electronically for the **Profile of Professional Growth** assessment.

Renewal: Submit 10 files	Retain for Your Records
<ul style="list-style-type: none"> <li> Component 1: Professional Context Sheet</li> <li> Component 1: PGEs 1–4 (12 pages max. combined) each with associated product samples (8 pages max. combined)</li> </ul>	<ul style="list-style-type: none"> <li>• Student Release Forms</li> <li>• Adult Release Forms</li> </ul>
<ul style="list-style-type: none"> <li> Component 2: Written Commentary (4 pages max.)</li> <li> Component 2: Classroom Layout Forms(s)</li> <li> Component 2: Video Recording Date Attestation Form (for videos not date-stamped)</li> <li> Component 2: Video recording (10 minutes max.)</li> </ul>	
<ul style="list-style-type: none"> <li> Component 3: Written Commentary (4 pages max.)</li> </ul> <p><b>Choose one of these options:</b></p> <p><b>Option 1</b></p> <ul style="list-style-type: none"> <li> Component 3: Video recording (6 minutes max.)</li> <li> Component 3: Classroom Layout Forms(s) for Video Recording</li> </ul> <p><b>Option 2</b></p> <ul style="list-style-type: none"> <li> Component 3: Learner Work Samples (8 pages max; translations do not count towards page totals.)</li> </ul>	
<ul style="list-style-type: none"> <li> Component 4: Written Reflection (3 pages max.)</li> </ul>	
<ul style="list-style-type: none"> <li> Document. Submit as doc, docx, odt, or pdf file.</li> </ul>	
<ul style="list-style-type: none"> <li> Video recording. Submit as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.</li> </ul>	

**Produced for**

**NATIONAL BOARD**

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The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education and the Bill & Melinda Gates Foundation. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education or the Bill & Melinda Gates Foundation, and you should not assume endorsement by the Federal Government or the Bill & Melinda Gates Foundation. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

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## ePortfolio FAQs

### Formatting, Uploading, and Submitting Materials

**Q: When will I get my voucher code(s)?**

A: We will email you your voucher code(s) when the submission window opens on April 1. Make sure your National Board account is up-to-date with your preferred email address and add NBPTSReg@pearson.com to your safe senders list so you won't miss it or other important updates. After April 1, you can get your voucher code(s) from your National Board [account](#) by selecting your 2018-19 registration (on the upper right).

*Remember! Your voucher codes are entry specific and unique to you; **DO NOT** share them with anyone else.*

**Q: Where do I go to upload materials?**

A: [Register here](#) by following the instructions provided on-screen. After registering, you can [upload and submit your portfolio](#) using the ePortfolio system.

**Q: I need to register another voucher code(s) OR I need to register my new voucher code(s). How do I do that?**

A: First, log in to your ePortfolio account at <http://www.nbpts.nesinc.com/Home.aspx>. Click "Register" from the menu on the right, then "Next" to enter your voucher code(s). Last, click the "Apply" button. (If you have more than one voucher code, you will need to repeat this step.)

**Q: What are the acceptable file formats?**

A: Submit your work as Microsoft Word, Open Office, or PDF files. Submit videos as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v files.

**Q: My scanner only saves JPG files, what should I do?**

A: You can insert graphic files such as JPGs into a word processing document for submission. You will not be able to upload graphic files. Go to [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/) for tips on [Scanning and Submitting your Hardcopy Evidence](#).

**Q: I need help with preparing my video file for submission, what should I do?**

A: There are a number of resources available at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/) to help guide you. The following documents may be helpful in preparing your video:

- [Recommended Video Formats and Settings](#)
- [Video Conversion & Compression Guide for Mac OS X Users](#)
- [Video Conversion & Compression Guide for Windows Users](#)
- [Video Exporting Guide for iMovie](#)
- [Video Exporting Guide for iPhoto](#)
- [Video Exporting Guide for Windows Movie Maker](#)

**Q: When I saved my file as a PDF, or when I uploaded my file to the ePortfolio system, my format specifications changed, e.g. margins/font look bigger, an extra page was inserted or some pages rotated?**

A: Converting your file to a PDF and system transcoding that occurs during the upload process

may result in slight format changes. These changes won't impact the evaluation of your submission as long as your source document meets National Board requirements.

**Q: I uploaded my files, but I can't view them OR several minutes have passed since I uploaded my files yet the file status still shows "Processing". Should I start over?**

A: Don't start over. Instead check these things:

- Do you have the current version of Adobe Flash Player installed? If your set-up does not include this software, you may not be able to preview your files.
- How did you name your file? The name of your file should not include special characters. If your file name includes special characters you will need to rename your file and upload it again.
- Have you clicked "Refresh"? If the file status continues to show "processing" after several minutes, click the blue "Refresh" button found in the upper right-hand corner of the ePortfolio system.
- How fast is your network? You'll need to upload your material using a network with a speed higher than 1.5 megabits per second. Review [Troubleshooting Tips for the ePortfolio System](#) for instructions on how to test your network speed.

**Q: I've uploaded my files, but the status on my summary page still shows "In Progress", what should I do?**

A: You need to mark your files "Ready to Submit." From your summary page, click on "Update and Review" and then click the "Ready to Submit" check box at the top right corner. This will update your status. If you need to change a file after marking it ready, simply uncheck the box and you can replace it.

**Q: I uploaded my video, but when I try to preview it, it takes a while to start?**

A: Allow the system the time needed to buffer and play the video. Don't continue to hit the play or refresh button; this could delay the process. You should also check your network speed to make sure you have a good connection.

**Q: I submitted material, but didn't receive an email confirmation. What should I do?**

A: If you can't find your ePortfolio submission confirmation email, check your SPAM file. You can also find confirmation of your submission in your ePortfolio account. From your Portfolio Entry Summary page, simply click on your entry for confirmation. Print this page for your records. Submission confirmation emails cannot be resent.

## First-time, Returning, and Retake Candidates

**Q: Where can I find my Candidate ID? What if I forget to include it in my submission?**

A: You can find your National Board Candidate ID in your National Board account. This ID is different from the one you received when registering in the ePortfolio system. Forgetting to include your ID, or including the wrong ID, will not impact the scoring of your submission.

**Q: How should I number the pages of my entry**

A: There isn't a wrong way to number your pages; feel free to:

- Number your entire entry's pages sequentially from beginning to end.
- Number each individual part of your entry separately.
- Skip page numbering all together. Page numbering doesn't impact scoring.

**Q: What identifying information should be included in my submission, e.g. names, locations, etc.?**

A: The anonymity guidelines are:

- When referencing students, parents, and colleagues, use first names only.
- When referencing your school, school district, or facility, use initials only, do not identify its location.
- Do not identify your city or state by name.
- Do not identify any college or university by name.
- Remove your name from student work and do not include your name in Written Commentaries.

**Q: What cover sheets and forms do I submit, and do I need cover sheets for my instructional materials?**

A: Submit the following types of cover sheets and forms:

- Those that require you to enter information about the evidence you are submitting.
- Those that include prompts you must respond to on a separate page.
- Those that identify the evidence attached.

Refer to the Submission at a Glance Chart located in your portfolio instructions for a complete list of evidence, forms and cover sheets to submit electronically.

**Q: Is it ok to handwrite on the forms?**

A: Yes, we accept handwritten responses on forms. You can also type your responses using single spacing and the default font.

**Q: Why is the space for responding on the Contextual Information sheet so limited?**

A: You shouldn't need a lot of space. The purpose of this form is for you to **briefly** describe your overall teaching context with a focus on your school/district at large.

**Q. My forms are available as Word documents; can I delete the form directions/instructions to provide myself more typing space?**

A: No. You are not permitted to alter any National Board forms. Your responses should be concise.

**Q: Can I use the same Contextual Information Sheet for all of my entries?**

A: Yes, you may use the same Contextual Information Sheet for all of your entries, if you are using the same class/school.

**Q: May I place a collage of photos on the Photo Storyboard Form?**

A. No. You must not include more than one photograph on each Photo Storyboard Form. A form that contains a collage of photographs is not acceptable. Assessors will view each photograph used to create a collaged image as a single photograph that will count toward the 10 photograph limit. Also, don't place Assessment Materials on the Photo Storyboard Form.

## Renewal Candidates

**Q: Where can I find my Candidate ID? What if I forget to include it in my submission?**

A: You can find your National Board Candidate ID in your National Board account. This ID is

different from the one you received when registering in the ePortfolio system. Forgetting to include your ID, or including the wrong ID, will not impact the scoring of your submission.

**Q: What identifying information should be removed from my submission, e.g. names, locations, etc.?**

A: Your goal in referring to people or places is to convey to an evaluator sufficient evidence about your teaching practice. Use the following guidelines to refer to people, institutions, and places in your written materials, learner work samples, instructional materials, sample products, and videos:

- Remove all references of your last name.
- Remove last names of students, parents, and colleagues.
- Remove the name of your school, district, city, or state.
- If the sample includes a company, organization, or university that does not reveal your exact location, such as The National Board for Professional Teaching Standards, you do not need to remove the organization name or location. Signatures from those organizations may be left since they are not colleagues. Names of authors or professional presenters do not need to be removed.
- Last names and identifiers should not be removed from the Video Recording Date Attestation Form.

**Q: How should I organize and number pages?**

A: All pages must be sequentially numbered within each component. Number pages for Component 1 as 1-20+ (half pages of text may be used), with your samples following each related Professional Growth Experience (see “Organizing Your PPG Components” on page 37 of the [PPG Instructions](#)). For example, if the commentary for PGE 1 is numbered 1-3, the related samples that are placed next would be numbered 4-5. The commentary for PGE 2 would be numbered 6-8, and the samples 9-10, etc. Pages in Component 2 will be numbered 1 to 4. Pages in Component 3 will be numbered 1 to 4. If learner work is submitted, it will be numbered 1 to 8. The reflection will be numbered 1 to 3. Do not number cover sheets and forms.

**Q: My video has multiple segments, can I upload them separately?**

A: Your video segments will need to be uploaded as a single file. For instructions on converting the multiple files to a single file, review the Video Conversion and Compression Guide found online at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission).

**Q: I don't have a Video Recording Date Attestation or Classroom Layout form, how do I submit?**

A: If you are not submitting a Video Recording Date Attestation or Classroom Layout form, simply leave the corresponding part(s) empty in the ePortfolio system.

You need to mark your files "Ready to Submit" for each part, including those that are empty, BEFORE you will be able to click "Submit".

**Q: Is it ok to handwrite on the forms?**

A: Yes, we accept handwritten responses on forms. You can also type your responses using single spacing and the default font.

**Q: How do I submit Component 3?**

A: Component 3 offers you several options. You may choose to create a 6-minute video recording of your teaching practice with pre-K–12 learners or with professional colleagues, or

you may choose to feature learner work samples from one or more learners. Parts G, H and I in the ePortfolio system are designated for Component 3 files. Simply upload your files to the corresponding section(s) and leave the extra parts empty.

You will need to mark you files "Ready to Submit" for each part, including those that are empty, BEFORE you will be able to click "Submit."

## Scanning and Submitting Your Hard-Copy Evidence

Scanning allows you to create electronic files from hard-copy material. Some examples of material you may need to scan for upload to the ePortfolio system include cover sheets, forms, and student work samples.

To scan documents, you need access to a stand-alone scanner or an all-in-one printer/scanner/copier/fax machine.

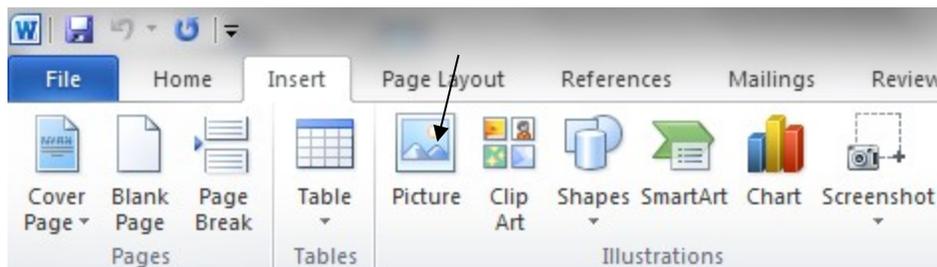
If you do not own a scanner or an all-in-one machine, consider using the services offered at your local library or office supply store.

### Preparing Graphics Files

Graphics files are not valid file formats for submission in the ePortfolio system. You will need to insert your graphics files into a word processing document prior to uploading your materials into the ePortfolio system. Please note that the instructions for inserting images into a word processing document may vary depending on the tool you use.

Follow these instructions to insert graphics files into a Microsoft Word document:

1. Open a new Microsoft Word document.
2. Click "Insert" from the menu bar and select the "Picture" option.



3. Identify the graphics files you want to include and click the "Insert" button.
4. Repeat steps 2 and 3 until you have inserted all files.
5. Save as you normally would.

### Preparing PDFs

PDF is an acceptable file format for submission in the ePortfolio system. However, depending on your portfolio entry requirements, you may need to combine multiple PDFs into a single PDF for submission. See the *Electronic Submission at a Glance* chart for your certificate area for specific entry requirements and refer to *Tips for Submitting Your Evidence as PDF Files* for further instruction.

### Additional Resources

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Tips for Submitting Your Evidence as PDF Files for Microsoft Word® Users

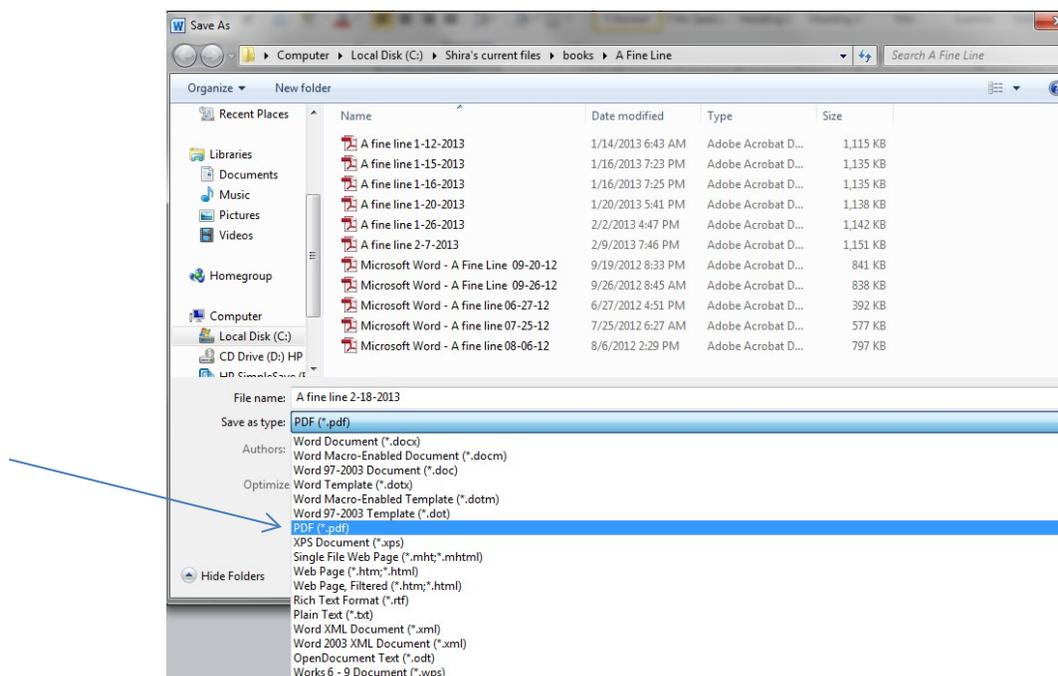
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

*Please note that you are not required to convert Microsoft Word or Open Office files to PDFs for submission in the ePortfolio system; Microsoft Word and Open Office files are both accepted file formats.*

## Creating PDFs

### Creating a PDF Using Microsoft Word 2007

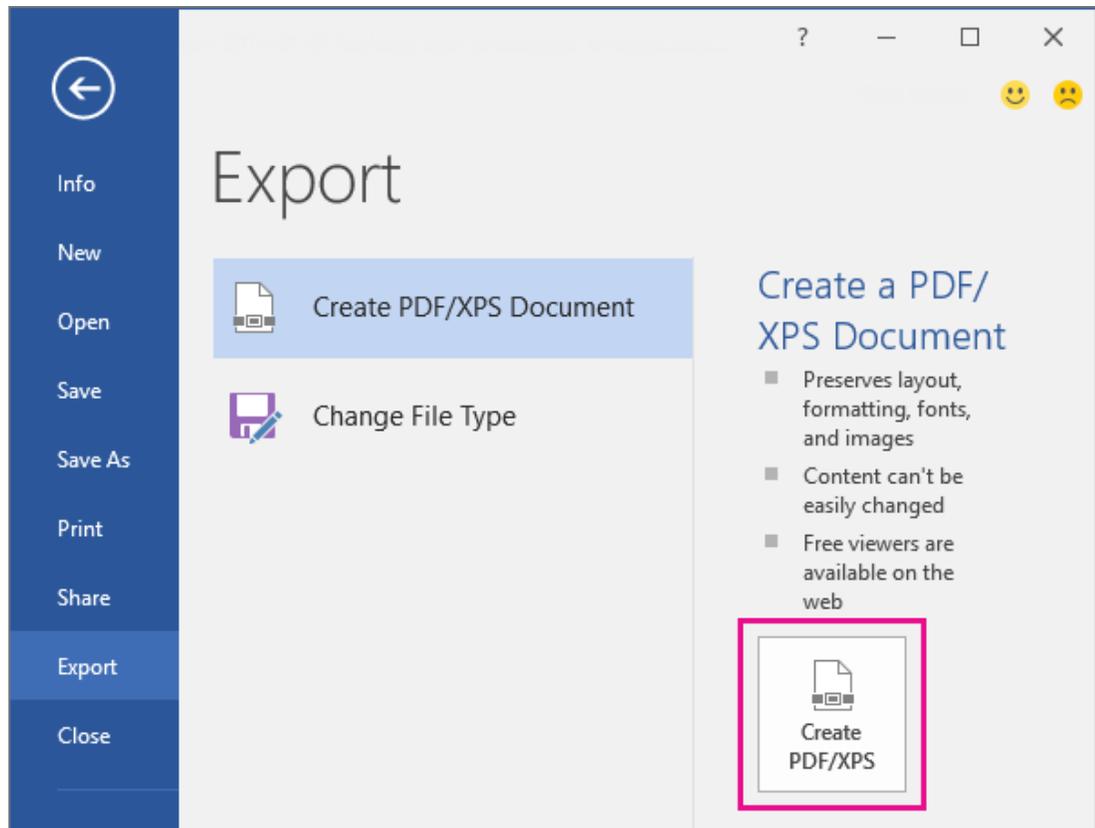
1. Open your Microsoft Word file and click “File” from the menu bar and select the “Save As” option.
2. Click the “Save as type” drop-down menu and scroll down to select “PDF (\*.pdf).”



3. Save the PDF as you normally would.

## Creating a PDF Using Microsoft Word 2010 or Later

1. Open your Microsoft Word file and Choose "File" > "Export" > "Create PDF/XPS."



2. In the "Save Adobe PDF File As" dialog box, save the file as you normally would.

## Combining Multiple PDFs into a Single PDF

You may need to download a tool to combine individual PDF documents into a single PDF.

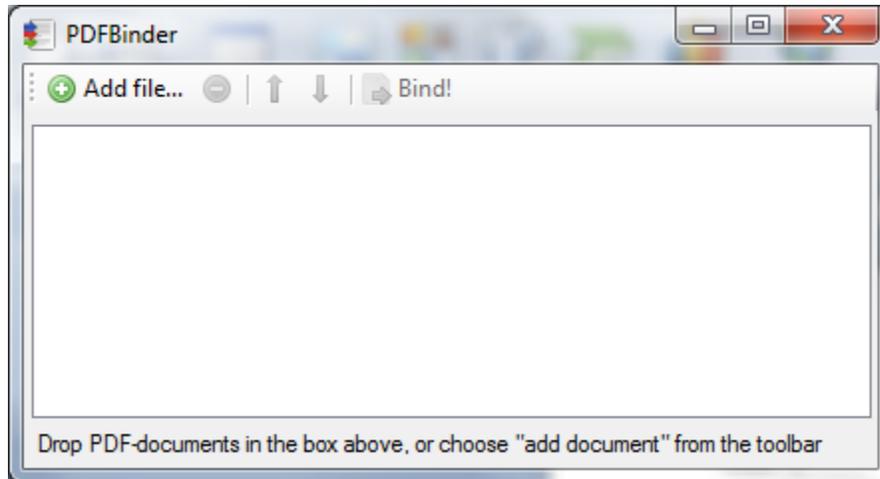
Follow these instructions to download and run this free software tool:

1. Visit <http://pdfbinder.en.softonic.com/> and follow the instructions to download PDFBinder. Note that you should perform a Custom Installation to avoid installing additional software.

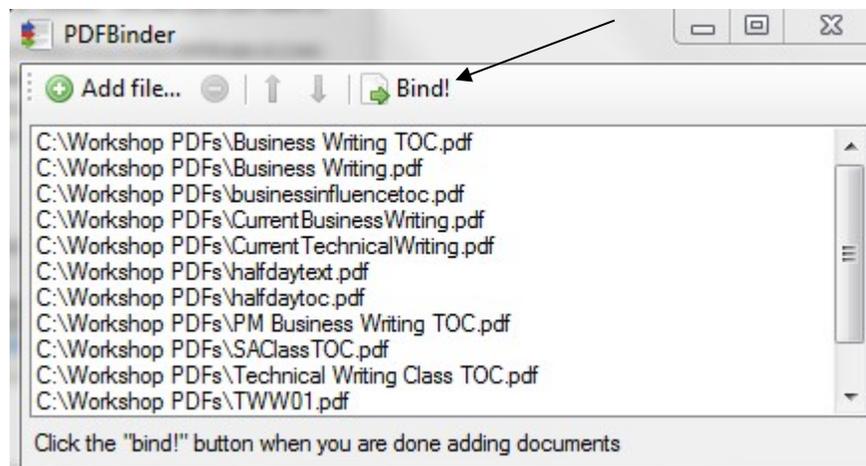
*Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party*

products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.

2. Open PDFBinder and click the "Add file..." button to identify the PDFs you want to bind.



3. Change the order of your PDFs by using the arrow buttons in the menu bar.
4. Click "Bind" and wait for the process to complete.



5. Rename the new PDF and save.

## Additional Resources

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Tips for Submitting Your Evidence as PDF Files for Mac Users

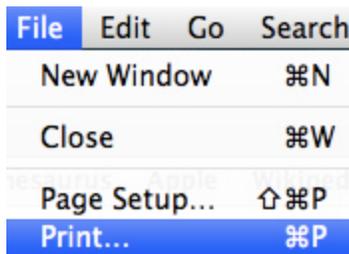
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

*Please note that you are not required to convert Microsoft Word or Open Office files to PDFs for submission in the ePortfolio system; Microsoft Word and Open Office files are both accepted file formats. However, if you wish to upload PDF files rather than Word documents, current versions of Word can save files directly as PDFs.*

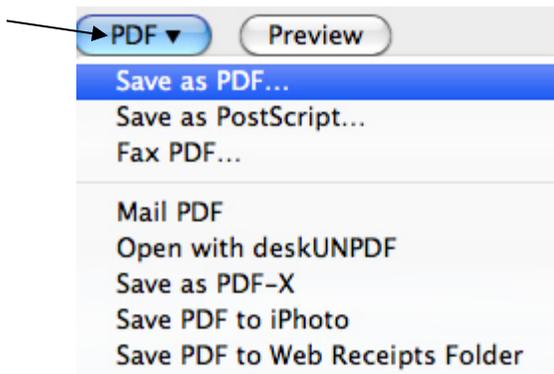
## Creating PDFs

Mac users can create PDFs directly from the operating system. To create a PDF:

1. Open your file and click "File" from the menu bar and select the "Print" option.



2. Click the "PDF" drop-down menu button and select "Save as PDF...".

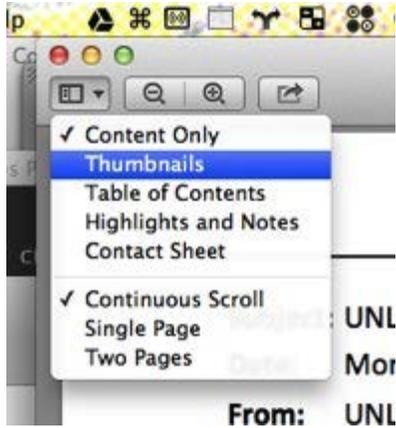


3. Save as you normally would.

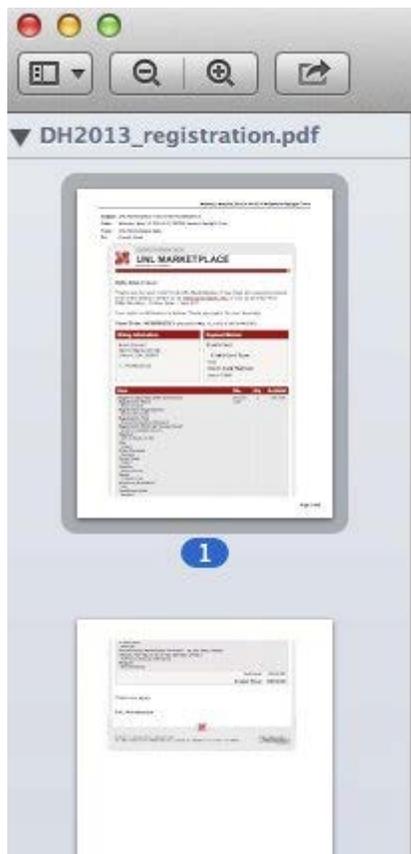
## Combining Multiple PDFs into a Single PDF

To combine multiple PDFs into a single file using Preview:

1. Open the PDFs you want to combine.
2. Click on the drop-down menu in the upper-left corner and select "Thumbnails" on each PDF.



A tray will open on the left-hand side of Preview, showing you the individual pages of your PDFs.



3. Select the thumbnails of the PDF that you want to combine from one file—use Command-A to select them all at once—and then drag these thumbnails pages *onto* the thumbnails of the other PDF.
4. Save as you normally would.

## Merging PDF Files – Mac OS X Lion

If you have multiple files to merge and have Mac OS X Lion:

1. From “Finder,” select and click all the PDFs you want to combine. They will all open in “Preview.”
2. Click the “File” drop-down menu.
3. Click the “Print” drop-down menu.
4. In the lower left-hand corner, click the arrow next to “PDF.”
5. Click “Save to PDF.”

## Additional Resources

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Recommended Video Formats and Settings

## Acceptable File Formats

Video recordings may be submitted in the following file formats:

flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, m4v

## Recommended File Formats

Please refer to your video camera's user manual or specifications to determine the video format recording options.

Use of a digital camera or video camera that supports the following is recommended:

Video File Type	Common File Extensions	Video Codecs	Media Player Support*
AVI – Audio Visual Interleave	.avi	wide variety; DivX, MJPEG are common	Supported by variety of media players including Windows Media Player
QuickTime Content	.qt, .mov	H.264	QuickTime
MPEG-4	.mp4	MPEG-4 AVC/H.264 or MPEG-4 ASP	QuickTime, Windows Media Player
WMV – Windows Media Video	.wmv	WMV	Windows Media Player
* These video formats are supported by a number of media players. Only the more common players are listed here for reference.			

## Recommended Media Format

Because it is best to upload a video in its original format, the recording settings should match the recommended format and resolution. This way the digital file created when you record will meet the suggested specifications without any additional effort or conversion on your part.

- **Bitrate:** To ensure your video meets the file size requirements, we recommend a video bitrate of 256Kbps. Candidates seeking to increase the visual quality of their video clips may use higher bitrate settings, but please be aware that this will result in a larger file which may exceed the file size requirement or be more difficult to upload.
- **File Size:** The target file size is 200 MB to 300 MB or less.

Note: The ePortfolio system file size limit is 500 MB. You may need to use a video conversion tool to compress your video into a smaller file size to facilitate its upload. A technical guide that outlines this process is available at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission/).

- **Resolution:** To achieve the target file size, be sure to set the proper resolution before you start recording. Commonly used lower resolutions like "320 x 240" and "640 x 480" will yield the best results. Higher resolutions and "HD quality" will produce file sizes too large to be conveniently uploaded and should be avoided.
- **Frame Rotation:** We recommend shooting video in landscape aspect ratio.
- **Frame Rate:** We recommend shooting in or encoding to 24 (23.98), 25, or 30 (29.97) fps. 30 fps is common.
- **Pixels:** Non-square (anamorphic) pixels are handled automatically.
- **Deinterlace:** Interlaced videos are handled automatically.
- **Keyframes:** Keyframes can be set to automatic on device.

## Additional Resources

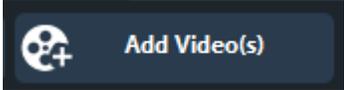
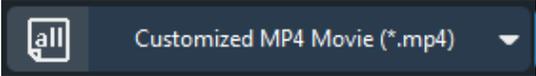
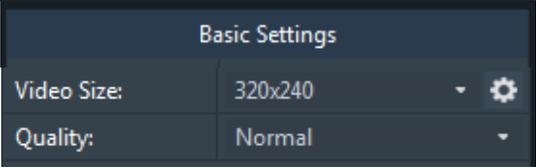
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Video Conversion & Compression Guide for Windows Users

You may need to use a video conversion/compression tool to:

- Reduce the size of your video file for uploading. The recommended file size is 200 MB to 300 MB. *Note: Before reducing your video file size, you should first trim your video so it contains only the video segment that will be submitted.*
- Convert your video into a file format that meets the requirements of the ePortfolio system. The approved formats include: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.

**Follow these instructions to download and run this free software tool:**

<p>1. Go to <a href="http://www.any-video-converter.com/products/for_video_free/">www.any-video-converter.com/products/for_video_free/</a> and follow the instructions to download the Any Video Converter Free Edition. Note that you should perform a Custom Installation to avoid installing additional software.</p> <p><i>Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>	
<p>2. Open Any Video Converter and click the "Add Video(s)" button to identify the video file(s) you want to convert/compress.</p>	
<p>3. Click the output video profile drop-down menu in the upper right corner next to the "Convert Now" button and scroll down to select "Customized MP4 Movie (*.mp4)" under "Common Video Formats."</p>	
<p>4. Click "Basic Settings" in the lower right corner and ensure that your settings match those in the picture to the right. Do not change any other settings.</p>	

5. Click "Video Options" in the lower right corner and ensure that your settings match those in the picture to the right. Do not change any other settings.



6. Click the "Convert Now!" button. Once the conversion/compression is complete, the folder containing your new video file will open automatically. Move the file to your desktop, and you're ready to upload it to the ePortfolio system.



### Additional Resources

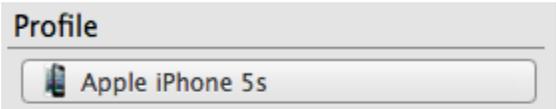
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Video Conversion & Compression Guide for Mac OS X Users

You may need to use a video conversion/compression tool to:

- Reduce the size of your video file for uploading. The recommended file size is 200 MB to 300 MB. *Note: Before reducing your video file size, you should first trim your video so it contains only the video segment that will be submitted.*
- Convert your video into a file format that meets the requirements of the ePortfolio system. The approved formats include: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.

**Follow these instructions to download and run this free software tool:**

<p>1. Go to <a href="https://itunes.apple.com/us/app/any-video-converter-lite/id479472944">https://itunes.apple.com/us/app/any-video-converter-lite/id479472944</a> to download and install Any Video Converter Lite free of charge from the Mac App Store.</p> <p><i>Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>	
<p>2. Open Any Video Converter. Click the conversion profile button under "Profile" in the upper right corner. By default, this button will say "Apple iPhone 5s."</p>	
<p>3. In the menu that appears, click the custom video formats icon at the bottom (which appears as a blue film cell and gear) and then select "Customized MP4 Video."</p>	
<p>4. Click the "Add File(s)" button to identify the video file(s) you want to convert.</p>	
<p>5. Once your video appears in Any Video Converter, click the video format icon to customize your settings.</p>	

<p>6. Ensure your video settings match those listed to the right. Do not change any other settings. Check the boxes next to "Aspect: Keep Original" and "Apply to All," then click "OK." Optionally, you may save this profile for future use.</p>	<p>Codec:           <b>x264</b>  Frame Rate:       <b>25</b>  Bitrate:           <b>256</b>  Size:               <b>320x240</b></p>
<p>7. Click "Convert Now" and wait for the process to complete.</p>	<p style="text-align: center;"></p>
<p>8. To locate your file, click "Task," then select "History." Click the magnifying glass next to your video and your file will be shown in the Finder. Move the file to your desktop, and you're ready to upload it to the ePortfolio system.</p>	<p style="text-align: center;">    </p>

**Additional Resources**

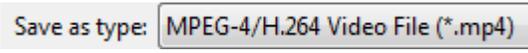
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

## Video Exporting Guide for Windows Movie Maker

You may need to use Windows Movie Maker to:

- Reduce the size of your video file for uploading
- Convert your video into a file format which meets the requirements of the assessment. The approved formats include: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.

### Please follow these instructions to export your video from Windows Movie Maker 2012:

<p>1. If you do not already have Windows Movie Maker 2012 on your computer, download the free software from <a href="http://windows.microsoft.com/en-us/windows/get-movie-maker-download">http://windows.microsoft.com/en-us/windows/get-movie-maker-download</a> and follow the instructions on the website and the installer.</p> <p><i>Please note that links to third-party software are provided by Pearson as a courtesy, and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>	
<p>2. Open Windows Movie Maker and select your video</p>	
<p>3. Click "Save movie" in the upper right corner. Note that you must click the text, not the icon, in order to access the menu and select a video format in the next step.</p>	
<p>4. In the menu that appears, navigate to "Common settings" and select the option that says "For email"</p>	
<p>5. In the window that appears, select to save your video as "MPEG-4/H.264 Video File (*.mp4)"</p>	
<p>6. Navigate to your desktop, click "Save," and wait for your video to be compressed and exported</p>	
<p>7. You're done – log into your portfolio and upload the video from your desktop!</p>	

### For Additional Support

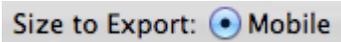
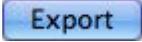
Please visit the program website, [www.edtpa.com](http://www.edtpa.com), to review additional support materials, including video tutorials and Frequently Asked Questions (FAQ). For additional assistance, contact Customer Support. See "Contact Us" on the program website for contact information.

# Video Exporting Guide for iMovie V 9.0.9 and 10.1.9

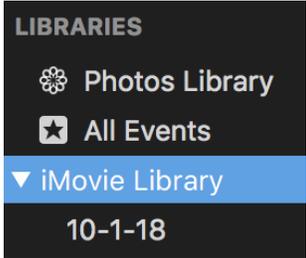
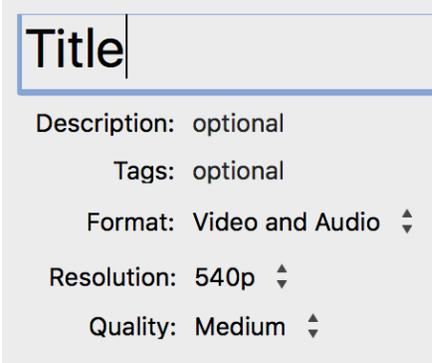
You may need to use iMovie to:

- Reduce the size of your video file for uploading. The recommended file size is 200 MB to 300 MB.
- Convert your video into a file format that meets the requirements of the ePortfolio system. The approved formats include: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.

## Follow these instructions to export your video from iMovie 9.09:

<p>1. Open iMovie and ensure you have the version 9.0.9 by selecting “About iMovie” from the “iMovie” menu. If you have an older version of iMovie, or if you do not have iMovie, you may download iMovie 9.0.9 free of charge from <a href="http://support.apple.com/kb/dl1574">http://support.apple.com/kb/dl1574</a>. If you have a later version of iMovie, please refer to our updated instructions for iMovie 10.1.9, available on the next page.</p> <p><i>Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>	
<p>2. Create a new, blank project by clicking “New Project” in the “File” menu. Do not add any effects.</p>	
<p>3. Navigate to your video clip in your Event Library. You may need to import it by selecting “Import” and then “Movies...” from the “File” menu.</p>	
<p>4. Click on your video and choose “Select Entire Clip” from the “Edit” menu to ensure that your entire clip is selected.</p>	
<p>5. Click the “Add selected video to Project” button to add your video clip to your new project.</p>	
<p>6. Click “Export Movie...” in the “Share” menu. In the box that appears, indicate “Mobile” next to “Size to Export.” Navigate to your desktop, click the “Export” button, and wait for your video to be compressed and exported.</p>	
	
<p>7. You’re done—Move the file to your desktop, and you’re ready to upload it to the ePortfolio system.</p>	

**Follow these instructions to export your video from iMovie 10.1.9:**

<p>1. Open iMovie and ensure you have the latest version (10.1.9) by selecting “About iMovie” from the “iMovie” menu. If you do not have iMovie 10.1.9, you may update via the Mac App Store at <a href="https://itunes.apple.com/us/app/imovie/id408981434?mt=12">https://itunes.apple.com/us/app/imovie/id408981434?mt=12</a>. If you are not eligible for a free upgrade you may view our instructions for using iMovie 9.0.9, available on the previous page.</p> <p><i>Please note that links to third-party software are provided by Pearson as a courtesy, and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>		
<p>2. Navigate to your video in your iMovie Library. If you cannot find your video in your iMovie Library, you may need to import it by clicking “Import Media...” from the “File” menu.</p> <p>3. Verify that the video that plays in the window is the video that you want to export. If you only wish to export part of an event, you must select only the part of the event that you wish to export.</p>		
<p>4. Click the “Share” button, and select “File” from the menu that appears.</p>		
<p>5. Set the “Resolution” of your video clip to “540p” and, optionally, enter a title, description, and tag(s) for your video clip.</p> <p>6. Click “Next...” and save the video to your Desktop.</p>		
<p>8. You’re done – you’re ready to upload the video from your desktop to the ePortfolio system.</p>		

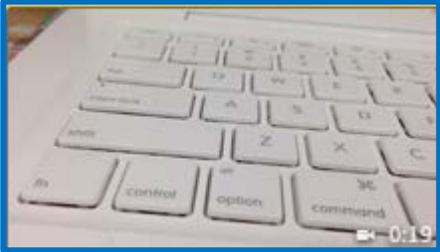
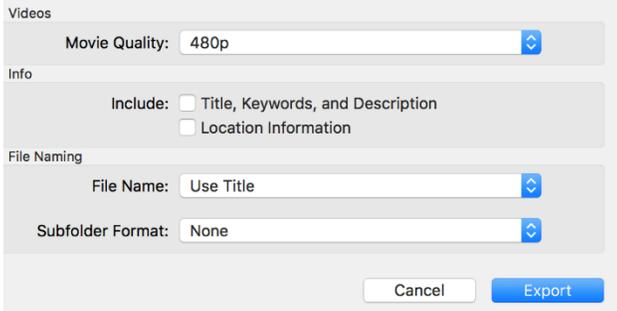
**Additional Resources**

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Video Exporting Guide for Photos

If you imported your video to Photos, or if your video is saved in Photos, you will need to export your video before uploading it to the ePortfolio system.

## Follow these instructions to export your video from Photos:

<p>1. Open Photos.</p> <p><i>Please note that references to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.</i></p>	
<p>2. Navigate to your video in Photos and select it. Once selected, your video should be highlighted with a yellow border. Ensure that you are selecting only the single video clip you wish to export.</p>	
<p>3. Select "Export 1 Video..." from the "File" menu.</p>	
<p>4. Select a low resolution for the "Movie Quality" to expedite uploading the file. Click "Export" and save the file to your Desktop.</p>	
<p>5. If your file is over 300 MB, or if your upload is taking a long time or failing to complete, we recommend compressing your video before uploading. For assistance compressing your video, please refer to the Video Conversion &amp; Compression Guide for Mac OS X Users, available at <a href="http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission">www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission</a>.</p>	
<p>6. You're done—Move the file to your desktop, and you're ready to upload it to the ePortfolio system.</p>	

## Additional Resources

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

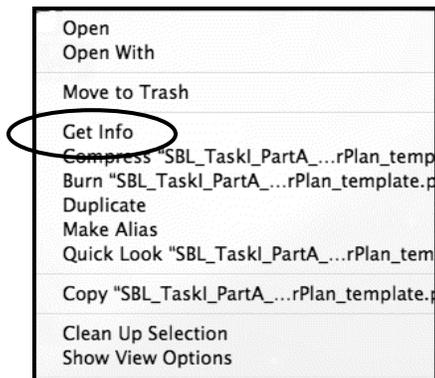
## Tips for Mac Users

This document provides hints and tips for Mac users.

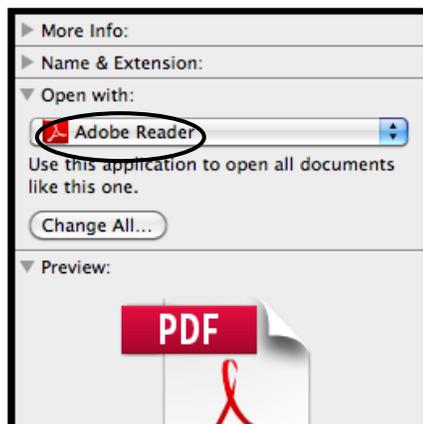
### Optional: Changing Your Default PDF Reader

***If you are working on your own computer*** and wish to change your default PDF reader setting to Adobe Reader, follow these steps:

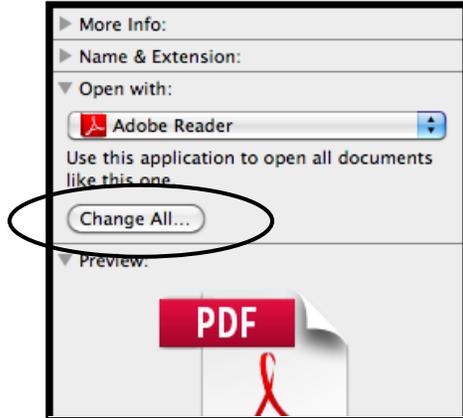
1. Right-click (or CTRL+click) any PDF file. Do not open the file.
2. On the new menu, click "Get Info."



3. Under "Open with," select "Adobe Reader."



4. Click the “Change All” button.



Now all PDFs should open in Adobe Reader automatically.

### **If You Are Using Microsoft Office 2008 (without Service Pack 1) or an Earlier Version of Microsoft Office for Mac**

You may encounter a transcode error message during upload. To prevent this, install a newer version of Microsoft Office for Mac and save your files in the newer version before uploading.

### **If You Used Drag-and-Drop or Copy/Paste to Insert an Image into Your Microsoft Word Document**

You may encounter a transcode error message during upload, or your images may not appear in your uploaded document. To address this, save a local copy of the image to your computer, then re-insert the image into your document by using the “Insert” menu option and selecting the local image file. When you have finished re-inserting all images in this manner, save the file and try uploading again.

### **Additional Resources**

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# Troubleshooting Tips for the ePortfolio System

Review the tips in this document if you are encountering difficulties with:

- [Uploading files](#)
  - [Network Speed](#)
  - [File Size](#)
  - [File Format](#)
- [Submitting Files](#)

*Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party products or services you may access. If you do access a third-party site and/or software, you do so at your own risk.*

## Uploading Files

If you are having problems with network speed:

Symptoms	Likely Causes	What to Do	Where to Find More Information
Uploading process takes longer than 1 hour System times out before upload is complete	Your primary Internet or network connection may be too slow.	Use the free Speed Test Tool to determine your network speed.  If your connection is too slow, try using another network or try compressing your file to reduce the size.	See the <a href="#">Using the Speed Test Tool</a> section of this document.
System seems stuck on "Processing" after I've uploaded my file	The system does require time to process files: up to 15 minutes for documents and 1 hour for videos. Your files should appear in the "Ready" state after this time.	You can perform other functions in the Pearson ePortfolio system while a file is in the "Processing" state.	

## If you are having problems with file size:

Symptoms	Likely Causes	What to Do	Where to Find More Information
<p>Uploading process takes longer than 1 hour</p> <p>System times out before upload is complete</p> <p>Error message indicates that a file size is too large</p>	<p>Your video file is too large—over 500 MB (the recommended file size is 200 MB to 300 MB or less).</p>	<p>Use a video conversion tool to compress your video and reduce the size of your file.</p>	<p>Review the following tip documents:</p> <p><i>Video Conversion &amp; Compression Guide for Windows Users</i></p> <p><i>Video Conversion &amp; Compression Guide for Mac OS X Users</i></p> <p>These documents describe how to download and install a video conversion tool to convert a video file into an appropriate format and size for uploading.</p>

## If you are having problems with file format:

Symptoms	Likely Causes	What to Do	Where to Find More Information
Error message indicates my video file is in the wrong format	Your video file is not in one of the acceptable formats: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, or .m4v	Use a video conversion tool to convert your video file into one of the acceptable formats.	Review the following tip documents: <i>Video Conversion &amp; Compression Guide for Windows Users</i> <i>Video Conversion &amp; Compression Guide for Mac OS X Users</i> These documents describe how to download and install a video conversion tool to convert a video file into an appropriate format and size for uploading.
The system won't accept my image/graphics file	Image/graphics files (e.g., .jpg, .bmp, .gif) are not valid file formats for submission.	Insert the image into a Microsoft Word or OpenOffice Writer document, and save it using the "File/Save" or "File/Save As..." features in those applications.	See the <i>Electronic Submission at a Glance</i> chart for your certificate area for a list of accepted file formats.
I can't choose the file I want to upload	Your file is not in one of the accepted file formats.	Documents must be Microsoft Word, Open Office, or PDF files. Other file types must be converted to PDF before uploading. For unsupported video file types, use a video conversion tool to convert your video file into one of the acceptable formats.	See the <i>Electronic Submission at a Glance</i> chart for your certificate area for a list of accepted file formats.

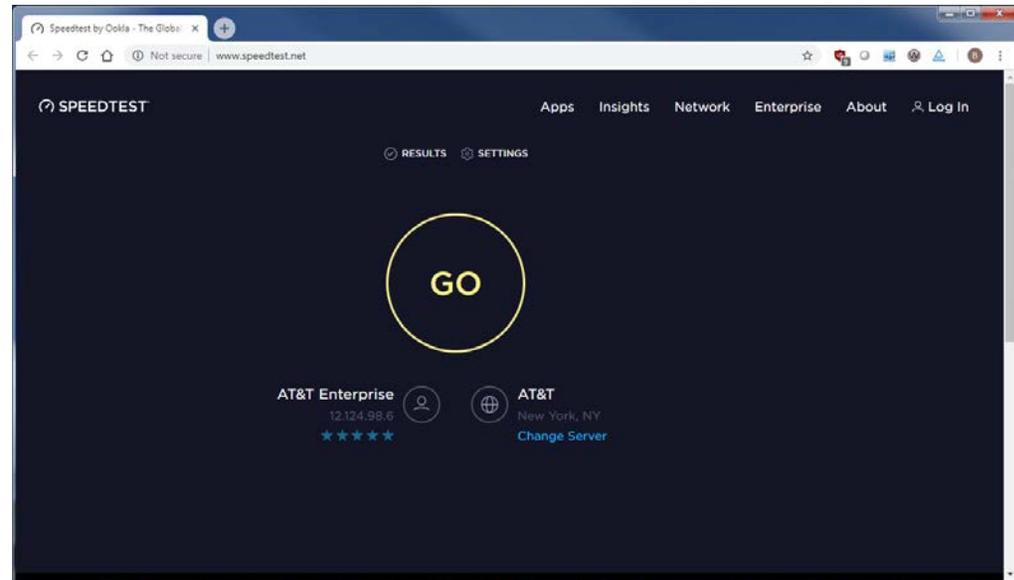
## Using the Speed Test Tool

To determine the network upload and download speeds for the Internet connection you are using to access the Pearson ePortfolio system, follow the instructions below.

1. Click on this link or enter the following URL into your browser address bar:

<http://www.speedtest.net>

2. Click "Go."



- Speedtest.net will test your download speed and then your upload speed.
- A "speedometer" will appear as the website tests your network connection.
- While the "speedometer" is moving, the site is still determining your connection speed. Please do not close your browser.



- At the conclusion of the speed test, your results are displayed. The download and upload speeds are provided in Mbps (Megabits per second).
- Please note the "Download Speed" and "Upload Speed" values and provide them to Customer Support, if you were asked to do so.
- You may now close your browser.



## If Your Internet Connection Is Too Slow

Use the following chart to help identify steps you can take to ensure your video uploads successfully.

<b>If Your Upload Speed Is:</b>	<b>And Your File Size Is*:</b>	<b>Please Try the Following:</b>
Less than 1.5 Mbps	Less than 200 MB	Try to upload on your institution network or another broadband network.
	200 MB or greater	Compress your video to a smaller file size.
1.5 Mbps or greater	Less than 200 MB	Try to upload again on your primary network connection, possibly at a different time of day. Try to upload on your institution network or another broadband network.
	200 MB or greater	Compress your video to a smaller file size.

\* Video files must be in one of the following video file formats: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, or .m4v. If it is not, try to convert your video to the appropriate format using the software for your digital video camera. Compression and conversion instructions are available for both PC and Mac computers along with other helpful information at [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission).

## Submitting Files

### If you are having problems submitting your files:

Symptoms	Likely Causes	What to Do	Where to Find More Information
File was uploaded, but cannot be viewed in the ePortfolio system	The file may still be uploading, or the system may be processing your file.	Wait for the system to display the "Ready" status. If the "Ready" status is displayed and you can't view your file, you may need to update your web browser.	Refer to the video tutorials available at <a href="http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission">www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission</a> for additional information and step-by-step instructions.
Files have been uploaded but the Entry Part cannot be marked "Ready to Submit"	The system may be processing your file, or the minimum file requirement has not been met for the Part.	Ensure that the minimum file requirements have been met and that the system has finished processing. Click the Refresh button and then try to click "Ready to Submit" again.	
Files have been uploaded but the Portfolio Entry cannot be submitted	Not all Entry Parts have been marked "Ready to Submit."	Make sure each Part displays a "Ready to Submit" status on the Portfolio Summary page.	

### Additional Resources

Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.



# Content Area Standards



# English as a New Language Standards

Second Edition

for teachers of students ages 3–18+

■ For additional information go to [www.boardcertifiedteachers.org](http://www.boardcertifiedteachers.org)

*National Board Certification  
Promotes Better Teaching,  
Better Learning, Better Schools*

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The contents of this publication were developed in whole or in part under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume an endorsement by the federal government.

ISBN 978-1-878520-43-2

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# Preface

## About the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- 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 into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the “gold standard” in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment—National Board Certification—that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board’s vision of accomplished teaching is captured in the enduring document *What Teachers Should Know and Be Able to Do*, at the heart of which are the Five Core Propositions:

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

The National Board believes that board certification should become the norm, not the exception, and should be fully integrated into the fabric of the teaching profession. In other professions, such as medicine, engineering, and architecture, board certification has helped to create a culture of accomplished practice and is a major reason why those professions are held in such high regard by the public. Those professions did what teaching must now do: strengthen the coherent pipeline of preparation that begins in pre-service and continues through board certification and beyond, with each step engineered to help teachers develop toward accomplished. More than 110,000 teachers had achieved board certification by 2014, a number which represents the largest group of identified teaching experts in the country. Given the size of the teaching workforce, however, this sizable number represents fewer than 3 percent of teachers.

For most children that means they go through their entire schooling without being taught by a board-certified teacher. Each teacher who pursues board certification helps to close this gap, strengthening the profession and the quality of teaching and learning. In a world where board certification is the standard that all teachers aspire to and most achieve, students experience accomplished teaching throughout their schooling, unleashing their potential.

## About the Standards

Every child deserves an accomplished teacher—one who is qualified to equip students with the skills to succeed in a global community. The core mission of the National Board for Professional Teaching Standards is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning. Each standards document represents a professional consensus on the attributes of practice that distinguish accomplished teaching in that field. Many school systems use the standards as the basis for ongoing professional development, and many colleges and universities incorporate the standards into their undergraduate and graduate teacher education programs.

Standards are developed and revised by a committee of 12–15 members who are representative of accomplished professionals in their field. A majority of standards committee members are practicing Board certified teachers. Other committee members are experts in academic content and child development, including teacher educators, researchers, and other professionals in the relevant field. Standards are disseminated widely for public comment and subsequently revised as necessary before adoption by the National Board's Board of Directors.

Throughout the development of both the standards and the certification process, the National Board ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; and establishes procedures to detect and eliminate instances of external and internal bias.

National Board Standards and certifications are defined by the developmental level of the students and by the subject or subjects being taught. Teachers select the subject area that makes up the substantive focus of their teaching. They may choose Generalist certificates if they do not focus on one particular subject area in their practice. The four overlapping student developmental levels (listed below) indicate the age of the majority of their students.

- Early Childhood (EC)—ages 3–8
- Middle Childhood (MC)—ages 7–12
- Early Adolescence (EA)—ages 11–15
- Adolescence and Young Adulthood (AYA)—ages 14–18+

## About Certification

National Board Certification® is a voluntary, standards-based process designed for teachers to transform the Five Core Propositions into practice. In order to be eligible for certification a teacher must

- Hold a baccalaureate degree from an accredited institution<sup>1</sup>;
- Have a minimum of three years' teaching experience at the early childhood, elementary, middle school, or high school level; and
- Where it is required, hold a state teaching license.

The assessments, aligned with the Five Core Propositions and the standards, are designed so that teachers demonstrate their practice by providing evidence of what they know and do. The evidence-based assessment honors the complexities and demands of teaching.

In 2014, the National Board initiated revision of the assessment to make the process more flexible, affordable, and efficient for teachers. In all certificate areas, candidates for National Board Certification are now required to complete four components: three portfolio entries, which are submitted online, and a computer-based assessment, which is administered at a testing center. Teachers develop portfolio entries that require analysis of their practice as it relates to student learning and to being a reflective, effective practitioner. Designed to capture what a teacher knows and is able to do in real time and in real-life settings, the portfolio consists of description, analysis, and reflection focused on student learning that is captured on video and in student work samples. The process requires teachers to reflect on the underlying assumptions of their practice and the impacts of that practice on student learning.

Teachers also demonstrate content knowledge by responding to open-ended and multiple choice questions delivered at a secure testing site. The assessment center component complements the portfolio, validates that the knowledge and skills exhibited in the portfolio are accurate reflections of what a candidate knows, and provides candidates with opportunities to demonstrate knowledge and skills not sampled in the portfolio.

Assessments are based on the standards and are developed for every certificate area by educators who specialize in the same content and student developmental level as the candidates. Educators who are themselves practitioners in the certificate area score the submitted portfolio entries. They must successfully complete intensive training and qualify for scoring on the basis of their understanding of National Board Standards and scoring guidelines.

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<sup>1</sup> Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.

# Foundation of National Board Certification for Teachers

## Five Core Propositions

The National Board framework for accomplished teaching was established in its 1989 publication, *What Teachers Should Know and Be Able to Do*. The Five Core Propositions serve as the foundation for all National Board standards and assessments, defining the level of knowledge, skills, abilities, and commitments that accomplished teachers demonstrate. Teachers embody all Five Core Propositions in their practices, drawing on various combinations of these skills, applications, and dispositions to promote student learning.

### 1. Teachers are committed to students and their learning.

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and understanding of their students' interests, abilities, skills, knowledge, language, family circumstances, and peer relationships. They view students' varied backgrounds as diversity that enriches the learning environment for every student.

Accomplished teachers understand how students develop and learn. They consult and incorporate a variety of learning and development theories into their practice, while remaining attuned to their students' individual contexts, cultures, abilities, and circumstances. They are committed to students' cognitive development as well as to students' ownership of their learning. Equally important, they foster students' self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others.

### 2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers develop the critical and analytical capacities of their students so they can think for themselves.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and draw upon pedagogical and subject matter understandings to anticipate challenges,

modify their practice, and respond to students' needs. They also demonstrate a commitment towards learning about new strategies, instructional resources, and technology that can be of assistance. Their instructional repertoire and professional judgment allow them to generate multiple paths to knowledge in the subjects they teach, and they are adept at teaching students how to pose and solve their own problems so they can continue exploring and advancing their understanding.

### **3. Teachers are responsible for managing and monitoring student learning.**

Accomplished teachers view themselves as facilitators of student learning within dynamic instructional settings. They create, enrich, maintain, and alter learning environments while establishing effective ways to monitor and manage those environments and the student learning that occurs within them. They possess a comprehensive knowledge of instructional methods, know when each is appropriate, and can implement them as needed. They use instructional time constructively and efficiently, customizing physical layout, resources, and instructional methods. They enlist the knowledge and support of a wide range of stakeholders to provide their students with enriched opportunities to learn. They understand the strengths and weaknesses of pedagogical approaches they may take, as well as the suitability of these approaches for particular students.

Accomplished teachers know how to engage students in varied settings and group configurations. They create positive and safe learning environments that guide student behavior and support learning, allowing the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students and value student engagement, supporting them as they face and learn from challenges.

Accomplished teachers assess the progress of individual students as well as that of the class as a whole. They apply their knowledge of assessment to employ multiple methods for measuring student growth and understanding. They use the information they gather from monitoring student learning to inform their practice, and they provide constructive feedback to students and families. They collaborate with students throughout the learning process and help students engage in self-assessment.

### **4. Teachers think systematically about their practice and learn from experience.**

Accomplished teachers possess a professional obligation to become perpetual students of their craft. Committed to reflective learning, they are models of educated persons. They exemplify the virtues they seek to inspire in students—curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in established theories, but also in reason born of experience. They engage in lifelong learning, which they seek to encourage in their students.

Accomplished teachers seek opportunities to cultivate their learning. Striving to strengthen their teaching and positively impact student learning, teachers use feedback and research to critically examine

their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

## **5. Teachers are members of learning communities.**

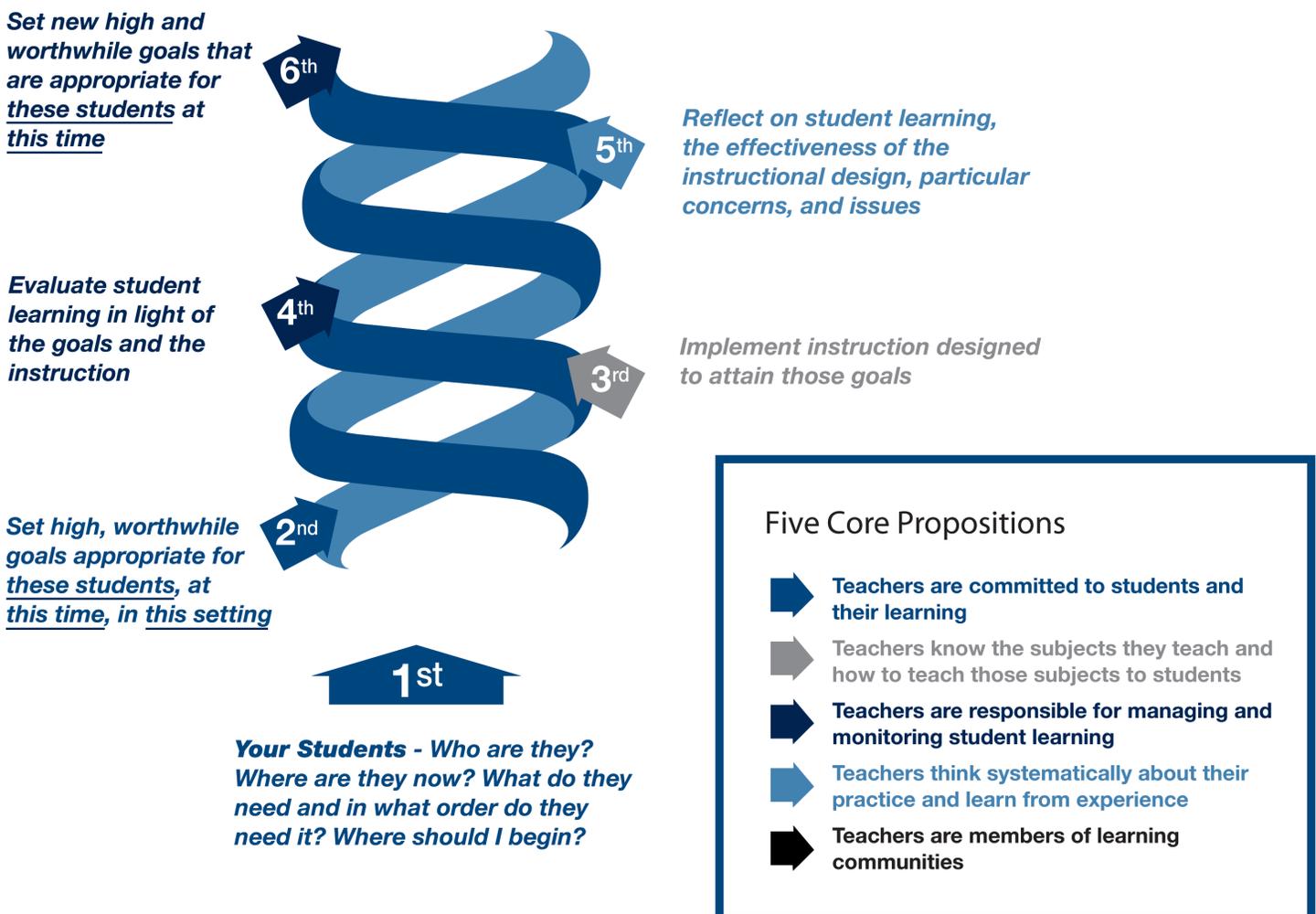
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional programs, and other functions that are fundamental to the development of highly productive learning communities. They work collaboratively and creatively with families and the community, engaging them productively in the work of the school and cultivating students' connections with the opportunities, resources, and diversity they afford.

Accomplished teachers can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives and their knowledge of student needs. They are knowledgeable about and can advocate for specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

## Architecture of Accomplished Teaching

The Architecture of Accomplished Teaching provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. As depicted in the Architecture of Accomplished Teaching illustration, shown below, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.

### The Architecture of Accomplished Teaching: *What is underneath the surface?*



The National Board program certifies accomplished teachers who positively influence student learning through effective teaching practice. The process includes the core propositions for all teachers, a common set of accomplished teaching standards specific to the content field and students' developmental levels, and a set of evidence-based assessments specific to the field that certify what accomplished teachers know and do.

# Standards

## Introduction

accomplished teacher    *enseignant chevronné*    znakomity nauczyciel  
**hervorragender lehrer**    insegnante realizzato    HUWARANG GURO  
profesor competente    выдающийся педагог    THẦY GIÁO TÀI NĂNG

Accomplished teacher—there are many ways to say it and many ways to demonstrate what an accomplished teacher knows and is able to do. Ensuring that all English language learners develop sufficient English proficiency to develop their potential is at the heart of what the accomplished teachers of English language learners do. Accomplished teachers of English language learners recognize the central role of strong proficiency in English in developing students’ abilities to understand their textbooks and instructional lessons; to interact meaningfully with others in a wide range of social and academic situations; to develop their ideas, make informed and reasoned judgments; and to think critically and analytically so that the students benefit from education in the United States.

In pursuit of these goals, accomplished teachers of English language learners deal with some of the most vexing and complex issues facing schools today. Their teaching assignments may include all subject areas; English language development/English as a second language in general; listening, speaking, reading, writing, or visual literacy; basic reading skills; advanced communication; or English across a variety of discipline areas. The specific charge of teaching English language learners imposes instructional demands on all teachers, but nowhere are the responsibilities of the instruction of English language more evident than in the work of accomplished teachers of English language learners.

Accomplished teachers of English language learners demonstrate a deep interest in cultural and linguistic diversity and view their students as rich resources. Many accomplished teachers study and speak other languages in addition to English and have experienced life in countries outside the United States, thus increasing their ability to empathize with their students. This shared interest in other languages and cultures underscores teachers’ priority of preparing students to live in a global society. Teachers of English language learners tend to have a heightened awareness of social inequality and social justice, combating discrimination and embracing the notion that the United States is a country historically comprised of immigrants. Their mission is to educate all their students so that every student can become a productive member of society.

Accomplished teachers of English language learners possess a deep understanding of who their students are, prepare students to be successful adults, and help the school community and the community at large understand the importance of diversity to a thriving democracy. Teachers recognize the challenges that face young people as a result of their quest for identity, acceptance, and community, as well as

the impact of demographic changes, technological developments, and new economic patterns on the lives of today's youth. Accomplished teachers never see students as simple stereotypes but instead recognize that each student is unique, and teachers strive to understand individuals in all their richness and complexity and the ways they identify in groups. This requires interacting with young people not just in the classroom but in other school and community settings, so that teachers can better appreciate student cares, concerns, and capabilities.

Teaching English to English language learners involves more than teaching the English language. It also means teaching students about their new school, community, and country; it means preparing them to inquire into how they can become contributing members of their various communities; it means helping them to collaborate with others from a variety of backgrounds and perspectives; and it means encouraging them to advocate for themselves to overcome any barriers to their success. Accomplished teachers of English language learners recognize their true accomplishment is not only to provide for English language proficiency but includes supporting their students as they acquire the skills, strategies, and confidence needed to set high, achievable goals, and empowering their students as independent learners who are prepared to develop their true talents in other areas throughout their education as well as in their future careers.

Accomplished teachers accept their ethical responsibility to advocate for their students' success in order to give both the students and their families a voice they may not have yet acquired themselves. Accomplished teachers' advocacy at the school, district, state, and even national levels extends beyond their students' academic needs to the unique personal needs of their students. Accomplished teachers understand that everyone in the school shares the responsibility for the success of all students, and they collaborate with other stakeholders to ensure that success for English language learners.

The revised *English as a New Language Standards* articulate what it is an accomplished teacher of English language learners knows and is able to do. While the standards stand on their own, trends in terminology, program settings, student and teacher populations, and policy have influenced the revised standards.

For the sake of clarity, agreement was reached by the standards committee concerning several key terms that are used throughout the document. The term "English language learner" has been chosen to represent the group of students described in these standards. The committee agreed on the basic definition that an English language learner is a student who is in the process of acquiring English and has been exposed to a language other than English. In addition, as explained in footnotes, students' native languages will be referred to as either primary language or home language throughout this document.

Accomplished teachers of English language learners teach in a variety of settings, including bilingual, English as a second language or English language development, learning English through the content areas, or through co-teaching. Some teachers are generalists with responsibilities across the entire curriculum; others specialize in English language development; and still others, especially at the secondary level, specialize in particular subjects. At the secondary level, high school bilingual education teachers may be subject-matter specialists who deliver instruction in the students' home languages, in English, or in both, in a range of academic disciplines. Elementary and secondary teachers may be specialists in teaching students to develop English skills and gain access to the content across the curriculum. Although they may not be certified in the content area they teach, teachers of English language learners must have a comparable mastery of subject matter as generalists or subject-matter specialists, along with the special

training and experience necessary to make these subjects accessible to English language learners. While these standards comprehensibly describe what accomplished teachers of English language learners know and are able to do, content teachers will find it necessary to also refer to the content standard in the National Board document that is appropriate to their content area.

Since the publication of *English as a New Language Standards, First Edition*, nationwide enrollment of English language learners in public K–12 schools increased significantly, and the English language learner student population is expected to continue to grow rapidly overall. In addition, accomplished teachers of English language learners have faced growing issues concerning the language and educational backgrounds of their students. Teachers must be aware of the variety of English ability in students who, for example, speak another language at home but were schooled in English in another country and those who have had interrupted formal education. They must respond to the distinct needs of differing subgroups that exist within the multifaceted group of English language learners such as migrant students, refugees, Native Americans, and students who are speakers of Creole or Pidgin English among others. Subsequently, examples in this document are meant to be inclusive and not exclusive of the many characteristics of English language learners. Accomplished teachers are adept at seeking and using the latest research concerning all their student populations to ultimately provide more effective ways to build upon the resources all students bring with them into the classroom.

There has been a growing emphasis within the field on meeting the needs of English language learners who do not neatly fit the typical pattern of English language learners; for instance, some English language learners are eligible for special education services; others may also be gifted and talented or require both special education and gifted and talented services. Great variation among schools, districts, and states results in the over-representation or under-representation of these students in special education. Discerning whether students' academic difficulties may stem from language acquisition issues or from other underlying reasons continues to remain a challenge to educators, but much progress has been made in opening up channels of communication between stakeholders in this area in order to work together to provide the best support possible for these students.

Because there have been large influxes of English language learners in some areas of the country, many politicians are interested in advocating for the education of these students resulting in legislation and policies that affect the teachers of English language learners. One of these effects includes changes and variations in certification and licensure requirements for teachers of English language learners. Some states require all teachers (including general education and content area teachers) to be certified in working with English language learners while other states do not have specific certification requirements for teachers of these students. The standards recognize the obligation of teachers to follow their local policies while demonstrating what an accomplished teacher, regardless of context, knows and is able to do.

The emergence of high stakes testing and accountability for English language learners in the form of federally mandated English language proficiency and content area testing has brought the academic needs of English language learners to the forefront of education. In order to be included in testing, students must first be accurately identified as English language learners. Content-area testing has raised teachers' awareness of the need to assess students as fairly and equitably as possible when they must demonstrate their knowledge of content area subjects in a language in which they are not yet proficient. All teachers share the responsibility to educate English language learners as they prepare students for testing and increasingly seek assistance from teachers who have developed expertise in working with English language learners. Hand in hand with testing and accountability has come a focus on teaching academic English, or the type of English needed for students to succeed in the content areas. At the same

time, teachers cannot let social English fall by the wayside, as that is another component of English that is necessary for students' success both in and out of academic settings. These changes have resulted in an increased need for collaboration among all the participants responsible for the education of English language learners.

Widespread use of technology has influenced the impact of English on a global society as well as the type of English that students are exposed to both outside and inside the United States, resulting in teachers constantly being challenged to keep up with technological trends and to implement relevant technology in their classroom instruction.

As a result of the enormous changes in the field since the first edition of the *English as a New Language Standards*, specific changes have been made to this document. The revised standards are directly tied to current research and trends in the field. Some standards were collapsed to more accurately capture the expectations of accomplished teachers, decreasing the number of standards from twelve to nine. "Instructional Practice" includes content from previous standards on meaningful learning, multiple paths to knowledge, and learning environments. The Addendum to "Knowledge of Subject Matter" was removed, and a footnote directing readers to the content standard in the appropriate National Board for Professional Teaching Standards document was created. For instance, a teacher of middle childhood students would refer to the "Knowledge of Content and Curriculum" standard in the Middle Childhood Generalist Standards. This change ensures that the English as a New Language Standards remain aligned and consistent over time with other National Board standards documents.

Other standards were separated to more accurately and clearly describe expectations for accomplished teachers' knowledge in the field; for example, the original standard "Knowledge of Language and Language Development" was separated into two standards, "Knowledge of English Language" and "Knowledge of English Language Acquisition," to devote adequate attention to both areas. Due in part to increasing collaboration among all educators who are responsible for the education of English language learners, "Professionalism and Advocacy" is now a separate standard. Advocacy is also inextricably intertwined with other areas of the standards including testing, working with families, and knowledge of students. In addition, to reflect the unique aspects of teachers of English language learners regarding the ongoing learning process, "Teacher as Learner" is now a separate standard.

While some areas of teaching English language learners have warranted the creation of their own standard, certain changes have occurred within the standards that reflect the current status of this field. For instance, instead of the traditional four domains of listening, speaking, reading, and writing, the current standards also include the fifth domain of visual literacy to reflect changes in instructional trends and technological advancements. The concept of connecting with families was expanded to include connections across the dimensions of home, school, and community to reflect the various situations within which English language learners function. Finally, because reflection is a central element of the work of accomplished teachers and must exist in the context of that work, it is included as part of every standard rather than as a separate, single standard.

## **Developing High and Rigorous Standards for Accomplished Practice**

*English as a New Language Standards* describes what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the English as a New Language Standards

Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The standards that follow are designed to capture the knowledge, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

## The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

- **Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished teacher of English as a new language. Each standard is expressed in terms of observable teacher actions that have an impact on students.
- **Elaboration**—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

In addition, throughout the document are examples illustrating accomplished practice and demonstrating how decisions integrate various individual considerations and cut across the standard document. If the standards pull apart accomplished teaching into discrete elements, the examples put them back together in ways more clearly recognizable to teachers. Because the National Board believes there is no single “right” way to teach students, these examples are meant to encourage teachers to demonstrate their own best practice.

# English as a New Language Standards Statements

The National Board for Professional Teaching Standards (NBPTS) has organized the standards for accomplished teachers of English as a new language into the following nine standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in this field.

## Standard I: Knowledge of Students

Accomplished teachers of English language learners apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth.

## Standard II: Knowledge of Culture and Diversity

Accomplished teachers of English language learners model and build respect and appreciation for cultural diversity, demonstrating to their students and others that students can succeed academically while maintaining their cultural identities.

## Standard III: Home, School, and Community Connections

Accomplished teachers of English language learners establish and maintain partnerships with their students' families and communities to enhance educational experiences for their students.

## Standard IV: Knowledge of the English Language

Accomplished teachers of English language learners have in-depth knowledge of the English language and understand their students' language needs.

## Standard V: Knowledge of English Language Acquisition

Accomplished teachers of English language learners critically evaluate the ways in which students acquire primary and new languages and apply this knowledge to promote their students' success in learning English.

## Standard VI: Instructional Practice

Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students' characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students' linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.

### **Standard VII: Assessment**

Accomplished teachers of English language learners employ a variety of practices to assess their students appropriately. They use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

### **Standard VIII: Teacher as Learner**

Accomplished teachers of English language learners are passionate about their field and consistently engage in the process of professional growth. Teachers thoughtfully evaluate their learning and apply it in their practice to maximize student success.

### **Standard IX: Professional Leadership and Advocacy**

Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students.

# Standard I

## Knowledge of Students

*Accomplished teachers of English language learners apply their knowledge of students' language development, cultures, abilities, values, interests, and aspirations to facilitate their students' linguistic, academic, and social growth.*

Knowledge of their students is the foundation for instructional decisions made by accomplished teachers<sup>1</sup> of English language learners. Teachers understand their students and build meaningful relationships with them and their families. Teachers know that English language learners are an extremely diverse population, and they build on this diversity to help students learn.

### Understanding and Appreciating the Diversity of English Language Learners

Accomplished teachers work with students whose cultures and social histories are even more diverse than the languages they speak. Their students may be indigenous Americans with heritage languages other than English; newcomers to the United States; or students born in the United States who live in communities where the home language<sup>2</sup> is not English, or whose language backgrounds combine multiple linguistic, cultural, and social characteristics. Teachers therefore recognize the need to understand their students from a variety of perspectives. Teachers consider a set of complex factors for each of their students, including place of birth, immigration history, age upon arrival in the United States, previous experience with English and current English proficiency, socioeconomic level, grade and literacy levels in English and in the home language, prior formal educational experiences, and familiarity with technology.

Accomplished teachers are knowledgeable about a range of local and global issues that can influence students' perceptions of and experiences in school. Teachers understand that factors such as age; gender; immigration status; exposure to traumatic events; and personal interests, needs, and goals can affect student

<sup>1</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of English language learners.

<sup>2</sup> As used throughout this document, *home language* is the language other than English used dominantly in the home, regardless of the students' level of proficiency in that language. This language may be representative of the language spoken in the country from which a student emigrated.

learning. Teachers know that factors such as family<sup>1</sup> income and parents' English language proficiency and education levels can influence students' academic success. Furthermore, teachers are aware of the challenges many English language learners face within their immediate environments and in the larger society, such as racism and discrimination based on language, culture, ethnicity, and religious affiliation. Teachers acknowledge the ways such factors can inhibit students' English language learning and academic and social success. Teachers, however, see beyond perceived limitations and continuously strive to understand their students' dreams and help them meet their goals inside and outside school.

## Understanding Diverse Families

Accomplished teachers recognize that English language learners come from diverse family circumstances and are particularly sensitive to their students' home lives and family structures. Teachers of English language learners are aware of the complex economic, social, cultural, and linguistic contexts in which students and their families live, and teachers actively seek to understand the multilayered family issues students bring to school. Teachers know that the structure of many families new to the United States means that some students benefit from extended families comprising networks of caregivers. Teachers familiarize themselves with their students' family situations, such as whether the family includes one or both parents and whether siblings, grandparents, or other family members are present in the home. Although some recently arrived students have come to the United States with families also new to the country, many English language learners were born in the United States and have families with strong roots here. Other students have recently joined their families in the United States after years of separation, leaving behind caregivers they have known most of their lives. Some students arrive alone in the United States and live here alone or with stepparents, aunts and uncles, or siblings they do not know well. Still other students are left behind in the United States by parents who return to their home countries; those students may remain without family or adult caregivers, sometimes continuing their education without financial support or adult supervision. (See [Standard III—Home, School, and Community Connections](#).)

## Understanding the Role of Prior Educational Experiences

Accomplished teachers know that school infrastructure, familiar and therefore almost invisible to peers born and raised in the United States, may present special challenges for newly arrived students. English language learners may come to school with little or no prior formal education or may have attended schools in educational systems very different from the ones they encounter in the United States. For example, they may not be familiar with routines of daily school life, such as classroom rotations, bell schedules, and locker systems. Students may not understand the reasons for special events and circumstances such as pep rallies, school pictures, or emergency drills. Ordinary school days can present obstacles to students who are unfamiliar with school procedures and have limited access to the language of school. Teachers

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<sup>1</sup> *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

take care to explain how and why schools operate as they do, helping students to understand the culture of the classroom and to function successfully within the larger educational system. Teachers might, for instance, devote a few minutes of class time to familiarizing English language learners who are new to the school with the daily schedule; class, lunch, school dismissal, and transportation procedures; and requirements and deadlines for participation in after-school programs, clubs, or teams.

## Viewing Students as Resources

Accomplished teachers believe that the wide range of abilities, knowledge, cultural backgrounds, and interests that students bring to class serves as a basis for learning. Teachers draw on these resources to provide challenging opportunities for English language learners to engage in academic content and provide a bridge to new learning. To activate students' knowledge regarding a geography lesson, for example, teachers might invite students to share their views about how personal experiences in rural, urban, or suburban communities have been influenced by geographical or environmental factors.

Teachers know that students may be very competent academically without being proficient in English. Teachers support students' classroom participation as well as affirm and expand students' multilingual skills by encouraging the use of native languages as a learning tool. Similarly, teachers are aware that students with limited or interrupted formal education often have highly developed cognitive and practical skills constituting an informal knowledge base that can be tapped as a rich resource for academic learning. For instance, students who hold responsibility for household shopping or for some aspect of the family business may have developed excellent organizational skills, the ability to add and subtract quickly and accurately, or the capacity to remember a series of items on a list—all real-world skills that teachers can build upon to foster classroom success.

## Forming Constructive Relationships with Students

Accomplished teachers know that building relationships with students creates opportunities to learn about students as individuals, and that this knowledge can support student's language and literacy development and academic achievement. Teachers observe their students carefully, noting whether they enjoy school, make friends, develop a sense of belonging, accept responsibility, or display concern for others. Teachers are alert to transformations in students' social development as they enter adolescence and their relationships with peers and adults change. Through observations and frequent interactions with students, teachers learn about their students' values, interests, talents, concerns, and aspirations and can determine whether and when students need advice or assistance. For example, teachers might encourage students to examine their personal values and compare them to the values of other cultures to help students better understand why groups act as they do and to assist students in communicating across cultures. Teachers provide culturally responsive guidance where possible and offer help as needed.

Accomplished teachers recognize that students may need to develop close relationships with concerned adults outside the family and comfortably fill this role as they help students adapt to their new environments. Teachers sometimes take on the responsibility of informally counseling students who are dealing with difficult social or economic circumstances. Knowing that English language learners may be accustomed to different authority structures or forms of social and instructional interactions, teachers develop relationships with students that allow them to improve their interpretations of student behavior and performance and to understand students' needs. Accomplished teachers make themselves available to advise students on a wide range of issues, including academic progress and the importance of staying in school, peer relationships, and extracurricular activities, and they can direct students to additional resources both inside and outside the school. Teachers are sensitive to individual students' perceptions of their own identity and status, which can be influenced by their place of origin, time of arrival in the United States, immigration history, socioeconomic level, and home language, among other variables.

## Observing Diverse Students Insightfully

Accomplished teachers employ various means of learning about students and their families, communities, and school environments. Teachers listen to students in the diverse settings where students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers observe students working in groups and individually, noting their strengths, learning profiles, and interactions with peers. As keen observers of students and as experts in language development and cultural diversity, teachers understand that the significance of gestures and other body language can differ across cultures. A male Korean student who scratches the back of his head, for example, may indicate regret or signal a desire to ask a favor or a question. A female student from China might refrain from participating in class activities because her culture teaches her to avoid drawing attention to herself, not because she lacks understanding of what occurs in class. Teachers reinforce their understanding of students through discussions with family members or other caregivers and professional colleagues. They use the information they gather to determine the direction, approach, and content of their teaching; to motivate students; and to ensure that they equitably meet the unique and common needs of all. (See [Standard II—Knowledge of Culture and Diversity](#).)

## Working Successfully with Students with Exceptional Needs and Talents

Accomplished teachers seek assistance from colleagues to assess and identify students with exceptional needs, including gifted learners, and then address students' needs to provide meaningful and appropriate classroom experiences. They know that families often have insights about students that may not be evident in school settings. Consequently, teachers make special efforts to learn from families, involve them in decision making, and inform them of students' progress. Teachers also work cooperatively with a variety of educational specialists such as speech and language pathologists, reading specialists, special educators, physical and occupational therapists, psychologists, and specialists in child and adolescent development.

Teachers seek assistance from other experts who speak students' home languages and are familiar with their cultural backgrounds and prior educational and social experiences.

By collaborating with other educators, such as reading coaches or special education teachers, accomplished teachers can plan, implement, and adapt appropriate content curriculum, language learning objectives, and instructional practices while making sure each learner is an important and valued member of the class. Teachers fashion instructional environments to help students learn English while also learning about one another and understanding each individual's unique abilities. Teachers take care to adapt their practice to the linguistic and cultural needs of their students, and when necessary, to seek appropriate support services to monitor their progress and ensure their success. Teachers also respond to students who need to concentrate on selected learning outcomes and those who would benefit from a highly systematic approach to refining skills. Teachers do so while maintaining their commitment to promoting critical thinking and problem solving, helping students develop social relationships, and nurturing the special gifts and talents that each student brings to the classroom.

### **Creating Instructional Tasks That Respond to Both Commonalities and Differences among Learners**

Accomplished teachers know that students represent a continuum of language learning and use this awareness as they design appropriate teaching strategies, learning activities, and assessment tasks. Some students come to school speaking a language other than English at home and are learning English as a new language. Other students may speak English, but have a community language other than English. Still other students may be multilingual and multiliterate, and others may not be literate in any language. Given the variety of student populations and the varied goals of instructional programs, such as dual language instruction, some teachers develop students' proficiency in and teach through more than one language; some may teach in bilingual settings; some teach primarily through English while using students' native languages for instructional support; still others teach only through English. The requirements of a particular teaching assignment notwithstanding, teachers create opportunities for meaningful communication that allow students to interact with and learn academic content while building proficiency in one or more languages.

To provide diverse entry points into the curriculum, accomplished teachers must be attuned to students' individual abilities to understand and respond in a new language. Teachers must also consider students' cultural backgrounds, their prior educational experiences, and their dispositions toward different modes of learning. Understanding these factors leads teachers to design a variety of instructional approaches to accommodate the class as a whole while acknowledging the individuality of its members. For instance, a teacher of students at an intermediate English proficiency level might intervene as early as possible to provide individualized instruction and other supports to students who are not making reasonable progress

in their literacy development. Teachers may select a single language program to use with the entire class but vary instructional goals and activities for individual students based on their particular needs.

## **Reflecting on English Language Learners**

Accomplished teachers reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students. Accomplished teachers inform their instruction by analyzing and reflecting on the demographic realities affecting their students, including such factors as length of residency in the United States, age upon arrival, place of origin, home language, socioeconomic status, family structure and values, educational background, and intellectual abilities.

## ***Standard II Knowledge of Culture and Diversity***

***Accomplished teachers of English language learners model and build respect and appreciation for cultural diversity, demonstrating to their students and others that students can succeed academically while maintaining their cultural identities.***

Appreciation of cultural diversity, knowledge about the characteristics of particular cultures, and development of instructional strategies useful in teaching across cultures are all rooted in understanding one's own culture and culture in general. Accomplished teachers of English language learners know that learning a new language implies understanding a new culture. Teachers understand the connections between a student's cultural identity and academic success. Teachers understand that just as students learn to function in school and society, teachers and their colleagues also learn to establish culturally responsive classrooms and schools. Teachers take an additive approach to culture. They teach students about the cultures of the United States while supporting the students' home cultures. Accomplished teachers critically reflect on their own assumptions and biases to meet the needs of all students. Teachers work with school staff and community members to identify, examine, and respond to the causes of discrimination, prejudice, inequity, and injustice. They collaborate with colleagues and community members to work toward creating school environments in which students of all backgrounds are valued and receive the support, guidance, and instruction to succeed academically and in society.

### **Knowledge and Understanding of Culture and Diversity**

Accomplished teachers of English language learners realize that acquiring an understanding of students' cultures is a continuous process. Teachers know that culture includes the beliefs, behaviors, values, and traditions that are socially constructed, negotiated, and shared among a group. They understand that the term encompasses notions of ethnicity, racial identity, family structure, language, socioeconomic status, and religious and political views.

Teachers include students' families and communities among the resources they consult to expand their knowledge about the personal, social, and educational backgrounds of their students. By doing so, teachers construct an understanding of cultural contexts and identities that transcends simplistic or stereotypical portrayals.

Teachers recognize that students who share the same country of origin might, in reality, represent widely diverse experiences resulting from regional differences or socioeconomic factors. Familiarizing themselves with students' lives outside school contexts enables teachers to build bridges between students' home cultures and school experiences.

Accomplished teachers understand that students represent widely divergent cultural backgrounds that cannot be tied to simple geographic locations. Some students from war-torn countries have adopted the cultural norms and behaviors of refugee camps where they have lived; some students from industrialized urban areas have acquired the cultural norms of multilingual friends; some from regions alongside other countries have lived in communities that largely follow the customs and beliefs of bordering nations and have developed bi-national identities that enable them to move seamlessly between neighboring cultures.

Accomplished teachers demonstrate sensitivity toward the cultural practices and perspectives of their students. Teachers realize that many things most commonly identified as culturally characteristic, such as traditional foods, clothing, and popular music, are often surface-level manifestations of deeper attributes of a group's cultural identity. These might include values regarding what is most important, beliefs about what is right or appropriate, and attitudes toward the world and others in it. Teachers recognize certain values as universal, such as parents' desire for their children's success, and they realize that cultural groups vary in how they enact these core values. Teachers interpret student behaviors in terms of underlying cultural characteristics and help others outside the students' cultural groups understand and appreciate diverse cultural viewpoints and experiences.

## Culturally Responsive Learning Environments

Accomplished teachers recognize that the presence of students from diverse cultures presents opportunities that can enrich learning activities and serve as a framework for academic success. Teachers capitalize on the cultural experiences their students bring to school. In a lesson on test-taking skills, for example, teachers might invite students to share techniques they used to prepare for tests in their homelands, such as working in study teams. Teachers incorporate students' diverse perspectives into their instructional decisions. Teachers know when students who are practicing Muslims observe Ramadan through fasting, for instance, and encourage colleagues to accommodate students with specific needs during this holy period. Appropriate accommodations might include providing a space away from the cafeteria during lunch, or refraining from scheduling important tests or physically demanding activities late in the afternoon, when these students who will not eat or drink before sunset are tired and hungry. Such culturally responsive approaches to instructional design and implementation honor the cultural knowledge and experiences of English language learners and can validate their own and other cultures.

Accomplished teachers of English language learners understand the need for explicit instruction of cultural behaviors associated with academic settings in the United

States. For example, teachers instruct students on how to express opinions verbally in group settings as well as in writing. Teachers might offer students opportunities to uphold their viewpoints with peers or have students practice expressing opinions in small groups by providing students with sentence stems that present the language structure of argumentative discourse. Teachers encourage students who are reluctant to share their ideas. Teachers also teach conversational skills by instructing students in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners. While instructing students in cultural behaviors required for students' academic success in school, teachers support the maintenance and development of communication skills that students may use in their communities and at home.

Accomplished teachers recognize that students' interactions can result in their integration or marginalization in school, and that some students may withdraw from participating in classroom activities such as literature circles or demonstrate signs of alienation. Accomplished teachers understand the effects of such marginalization on students' abilities to gain English language proficiency and to learn cultural behaviors and conventions for specific situations, so they use a range of strategies to engage all students. Teachers might model appropriate behaviors explicitly, provide detailed explanations about their use, and seek curricula for teaching them. Teachers might provide students opportunities for immediate success by helping them understand and communicate using a variety of discourse styles in the classroom, thus increasing their abilities to succeed in the larger society.

Accomplished teachers know that school culture in the United States is not monolithic; as a dynamic entity, it varies across communities, districts, regions, and states. Teachers acknowledge that subtle school cultures often exist that may not be initially obvious to students. At some schools, for instance, students of similar ethnic groups tend to eat lunch together, while at other schools students eat in mixed ethnic groups. Teachers recognize that the predominant school cultures that affect such behaviors as the use of personal space and taking turns are generally not taught to native speakers of English beyond the earliest years in school. Teachers therefore help their students understand certain aspects of accepted school behavior by explicitly teaching such concepts as how much personal space to allow while standing in line and how to take turns during classroom discussions.

Accomplished teachers help students adjust to and participate in school by facilitating positive academic experiences. Teachers know that students new to this country may have prior educational experiences that differ markedly from those of their peers born in the United States, and they respond thoughtfully to individual students' needs. For example, some students may be perplexed by the opportunity to choose an individual project or participate actively at a learning station. Teachers ensure that instructional activities demonstrate understanding toward students' cultural beliefs and practices. When grouping students for cooperative assignments, for instance, teachers honor students' cultural identities. For example, teachers may allow young girls from Saudi Arabia who may prefer and work more effectively with female partners to complete a project together.

## Student Advocacy

Accomplished teachers use a range of activities to welcome newcomers and help them succeed in school and society. For example, teachers might seek assistance for students who feel isolated or depressed or consult with community resource personnel about effective ways to ease students' transition to life in the United States. Teachers might arrange for students to receive instruction in their primary languages<sup>1</sup> when possible, assign classroom partners to help students adjust to school, build support systems for students and their families, or develop and deliver instruction specially designed for new students.

As advocates for English language learners, accomplished teachers work to make school culture inclusive and reflective of culturally diverse groups. Teachers might collaborate with colleagues to provide families with resources such as bilingual dictionaries or activity calendars that reflect the school's linguistic and cultural diversity. They might also promote celebrations that emphasize the community's ethnic and cultural traditions, oversee the creation of a multilingual telephone menu, assist in the development of a school Web site that includes the languages of their students, or help design multilingual signs and information resources. Teachers might work with curriculum committees to embed authentic multicultural literature into the curriculum. Through such efforts, teachers enhance their students' awareness of and appreciation for the richness of their own cultures and those of their peers.

Accomplished teachers understand that cultures are dynamic and that the cultural identities of their students are fluid and complex. English language learners may not necessarily identify with the culture of family members, with the culture of their home countries, or with any cultural group in the United States. Teachers realize that many students and their families are undergoing significant life changes that can affect students' ability to focus on school. A secondary student whose family immigrated to the United States several years prior to the student's arrival, for instance, may have difficulty adjusting to family, school, and community cultures while simultaneously adjusting to learning a new language. Accomplished teachers could form support groups to provide assistance to students and their families in such situations.

Accomplished teachers value the significance and implications of unique cultural beliefs and practices, including school and community cultures in the United States, and they thoughtfully guide students and their families as they attempt to interpret new experiences and succeed in the United States. Teachers may sometimes assume the role of cultural mediator, as students learn about and participate in a new culture notably different from their own. Teachers know that students may face choices between honoring the values, beliefs, or behaviors of their home cultures and adopting those of the school or of their new community.

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<sup>1</sup> As used throughout this document, *primary language* is the language in which English language learners are most fluent, or which they prefer to use. This can be the same as the home language or can be English.

Accomplished teachers assist students as they navigate the cultural complexities of a society that uses racial labeling and categorization. Some English language learners are confused, for instance, when they discover they are considered European by some government entities because they were born in Spain, but Hispanic<sup>1</sup> by other agencies because their parents are Chilean. Teachers recognize that such methods of identification may confuse recently arrived students unaccustomed to such practices, and teachers provide them appropriate guidance and support. When students fill out demographic information prior to taking standardized tests, for instance, teachers might acquaint students with ethnic and racial categories they are likely to encounter.

Accomplished teachers also acknowledge that some English language learners may confront unwelcoming attitudes from students who do not understand their cultural identities or experiences. Newly arrived students, for example, may not fit in with other students from the same country who have lived in the United States for several years because the new students dress, act, or speak differently. As a result, teachers provide students who are in a period of cultural adjustment with assistance in comprehending and coping with the multilingual and multicultural realities of their lives. Furthermore, teachers work with staff and students to promote understanding about such processes and to establish school environments that value and support students.

Accomplished teachers recognize and attempt to avoid cultural bias in their curriculum, instruction, and assessment. They do not assume, for example, that all students are familiar with iconic stories of Americana, such as “The Itsy Bitsy Spider” at the early childhood level, George Washington and the cherry tree at the elementary level, or Paul Revere’s ride at the secondary level. Instead, they explicitly teach any requisite background information and, whenever possible, draw on students’ prior knowledge and experiences to assist learning. Teachers work collaboratively with colleagues to increase awareness of cultural bias within content-area curricula. Teachers may participate in textbook review committees, for example, to examine cultural biases in proposed textbooks.

## Reflection

Accomplished teachers develop a deep knowledge and understanding of culture as both a target of student learning and a factor affecting student learning. Teachers are alert to their own philosophical, cultural, and experiential biases and take these into account when working with students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers analyze issues of culture in their school environments to ensure opportunities for students to learn about and function in a new culture while maintaining their own culture. Teachers also critically reflect on possible biases in their instructional materials and classroom management strategies and act upon this reflection to promote student learning.

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<sup>1</sup> At the time of publication, federal government entities use the term *Hispanic* to describe all Spanish-speaking populations regardless of origin.

# ***Standard III***

## ***Home, School, and Community Connections***

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***Accomplished teachers of English language learners establish and maintain partnerships with their students' families and communities to enhance educational experiences for their students.***

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Accomplished teachers of English language learners know that active family involvement strengthens student achievement, so teachers make special efforts to assure families that participation in their child's education is welcome and vital to student success. Teachers advocate for families, helping them to access resources for making their voices heard within the school and community. In addition to forging effective and mutually beneficial partnerships with families, teachers also understand the role that communities can play in contributing to the attainment of students' educational goals. Teachers therefore gain awareness of the communities and neighborhoods their schools serve, and they work to develop partnerships with agencies and organizations that might help meet the needs not only of their students, but also of the families of their English language learners. Teachers recognize the benefits that accrue in school programs as a result of such partnerships. The connections teachers establish among schools, families, and communities support students' educational progress and enable teachers to instill in students an interest in learning English that extends beyond school settings.

### **Communication with Families**

Accomplished teachers develop culturally responsive and linguistically appropriate techniques for establishing rapport with their students' families that encourage involvement and enhance opportunities for their students' success. Teachers know that many parents and family members of their students are English language learners themselves. To newly arrived families, school cultures in the United States may be unfamiliar and overwhelming. Teachers understand the importance of providing opportunities for parents and other family members to learn about the structure, policies, and practices of schools in the United States and the expectations for family involvement in U.S. education. Teachers know that students frequently act as interpreters of language and culture for their families by translating and negotiating for parents and that, in such cases, the shifting balance of familial power may create intergenerational tensions with ramifications for family cohesion and for student performance in school. With the aid, as necessary, of bilingual community liaisons or trained interpreters, teachers clarify the broad roles of schools in the United States,

not only in educating students but also in advocating for them in providing social services and in preparing students for higher education and future employment. Teachers continually inform parents about students' participation and work in class, report cards, and test scores in a clear manner that accurately portrays their children's progress and suggests how families can support student learning.

Accomplished teachers rely on a range of communication strategies to help students' families understand educational processes and to encourage their participation in a variety of school activities. In doing so, teachers foster vital, effective instructional programs and build their understanding of families' expectations and educational goals. Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct two-way communications, as well as other forms of communication, such as telephone calls; individual progress reports; and Web sites, e-mail, and newsletters translated into families' home languages. As appropriate, teachers and bilingual liaisons or trained interpreters make home visits to discuss students' progress. Teachers ensure that communication with families is frequent, timely, and meaningful as they regularly share updates on students' accomplishments, successes, strengths, and needs, including the means for achieving higher goals. They provide families clear information about such issues as immunization requirements, course offerings, student placement, special services, and extracurricular activities. Teachers recognize that families may have cultural values and aspirations that differ from those prevalent in the broader society. When teachers find that students' best interests conflict with family viewpoints, they exercise discretion and sensitivity in working with families to understand the situation. Communication with families fosters success, identifies concerns, and enables teachers to respond thoughtfully to families' interests.

Accomplished teachers treat families with respect and understanding, realizing that communicating with parents of English language learners presents both opportunities and challenges. Teachers are aware that family members use their own educational experiences in framing their expectations of and attitudes toward the education of their children. Teachers realize that keeping families informed about school is vital to alleviating misconceptions and, therefore, ensure that information reaches appropriate family members. Teachers know which families need special assistance in circumventing language or cultural barriers in communicating with the school, and may partner with school staff and community organizations to initiate classes or workshops that address the needs of families in the areas of language, education, and school expectations. Teachers help families access resources, such as trained interpreters and translated documents, so they can participate fully in their children's education.

Accomplished teachers recognize that families have experiences and insights that can enrich the quality of students' education. Involvement with families offers teachers opportunities to gain insight into parents' expectations and aspirations for their children, and can help them meet students' language learning needs. Teachers listen actively to what families say about students' home lives, taking special note of talents, strengths, and abilities that might not be demonstrated in the school setting

but could enhance the educational process. Teachers share this information, as appropriate, with other teachers and school personnel, maintaining the confidentiality of privileged information that families share. Teachers regard collaboration with families as an indispensable tool in providing students support and motivation and in furthering opportunities for improved learning.

## **Connections Between Home and School**

Accomplished teachers dedicate themselves to providing avenues for the continuing educational success of their English language learners, understanding the mutual responsibility they have with families for the learning and achievement of their students. Teachers therefore recognize the benefits of connecting with families to develop strategies that can be implemented at home to reinforce students' school experiences. Teachers address cultural issues that sometimes arise because of a family's place of origin or previous educational experiences. Teachers highlight parents' roles as educators, affirming and endorsing specific skills and expertise families contribute to the educational process. For example, teachers might emphasize for families the importance of maintaining high expectations and aspirations for children over time, explain how families can act as advocates for their children's education, and outline positive steps families can take to nurture students' academic efforts. Teachers may offer suggestions to family and other school staff on how to help students develop constructive learning habits and study skills to improve academic performance. Teachers might recommend specific questions about schoolwork that families could ask to motivate students to use the language they are learning, to prepare them for classroom discussions, and to build their interest in school and language learning. In communicating with families about students' goals, accomplishments, and needs, and in connecting what occurs at school to related experiences in the home, teachers help families establish high expectations for academic success and enrich learning in ways that build students' confidence, competence, self-discipline, and motivation.

## **Connections with the School Community**

Accomplished teachers recommend and initiate strategies in their classrooms and within the school community that enable families of English language learners to feel welcome, safe, and important. For instance, teachers might enlist parents as tutors or mentors, invite family members to speak about areas of professional expertise and cultural practices, or have parents assist with the writing of class newsletters. To create environments that encourage family participation, teachers work with school staff, including trained interpreters and bilingual community liaisons, to establish regular and purposeful communication with families and advocate for those who do not speak English. Teachers might prompt colleagues and administrators to include families of English language learners as school volunteers to help publish calendars in native languages, create multilingual telephone menu options, or organize special events. To ensure that their students' families have a voice in school decisions, teachers may advocate for the creation of forums where families can discuss concerns and contribute ideas, or recommend that parent conferences be held at times and locations convenient for families of their students. Teachers might

arrange curriculum nights to familiarize families with school programs or to acquaint them with family literacy and learning strategies that advance student achievement. For example, teachers might model early literacy strategies so that parents could use these strategies at home. Teachers work closely with guidance counselors and other school personnel to ensure that English language learners are informed of requirements and opportunities for higher education and that they are appropriately placed in credit-bearing courses that are prerequisites for pursuing specific academic or other professional goals following graduation. Teachers work with the entire school community in affirming respect for multilingualism and cultural diversity to promote collaborations that benefit educational outcomes for students.

## Connections with the Community

Accomplished teachers sustain the academic performance of their students by connecting families of English language learners to community resources, services, and agencies that respond to family needs affecting students' success in school. Teachers promote a range of community services to support families new to the United States, such as health, social, educational, and recreational resources. Teachers may collaborate with school staff and other professionals to introduce families to English language and citizenship classes, courses in computer literacy, and opportunities for continuing education. Teachers inform students and their families about resources in public libraries, for example, or community organizations that support the needs of students and families. Teachers might apply for grants from community groups to secure resources such as computers for students. Teachers can initiate partnerships with community leaders to provide funding for learning opportunities such as bookmobiles to provide students, their families, and their neighborhoods with accessible, relevant, and interesting materials.

## Reflection

Accomplished teachers consciously reflect on their philosophy pertaining to the role of families in the education of students. Teachers analyze how families' insights into their children's learning are voiced, understood, and appropriately acted upon. Teachers examine roles of home, school, and community in the attainment of educational goals. They analyze the results of these mutually beneficial partnerships, clearly articulate how such alliances facilitate the learning of English for their students, and adjust their practice as necessary to improve these connections.

# ***Standard IV***

## ***Knowledge of the English Language***

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***Accomplished teachers of English language learners have in-depth knowledge of the English language and understand their students' language needs.***

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Accomplished teachers' substantive knowledge of English ensures that their English language learners, regardless of backgrounds and proficiency levels, learn and use English effectively. Teachers are familiar with district, state, and national standards and policies that affect their students' English language development. Teachers purposefully refine and apply their knowledge of the fundamental domains and components of language, and of variations in the use of English.

### **Domains of Language**

Accomplished teachers have deep knowledge of domains of language—listening, speaking, reading, writing, and visual literacy—in order to assess their students' English language ability and to effectively address their linguistic needs in school settings.

#### ***Listening***

Accomplished teachers understand the features of listening—receiving, attending to, understanding, evaluating, and responding to sounds and messages—and are able to identify unique challenges for English language learners. For example, they understand that speakers from some language backgrounds may not attend to important grammatical inflections on words, such as past tense and plural markers. Teachers analyze the essential components of language that allow students to follow oral directions, understand explanations, take notes, and interpret conversations. Teachers analyze the specific listening challenges students face, such as determining the meanings of words that feature English sounds they cannot distinguish. Spanish speakers, for example, may not recognize the [ɪ] sound in the word *ship* and confuse it with the [i:] sound in the word *sheep*. Teachers identify and target the features of listening in colloquial speech such as contractions, reduced forms, hesitations, and short sentences typical of spoken English, as well as discourse markers, like *first* and *second*, that signal the organization of spoken messages.

Accomplished teachers can identify when they must probe for or provide prior knowledge to prepare students for effective listening. Teachers know that students who appear to be attentive may not comprehend what they hear, so teachers incorporate multiple methods to check for listening comprehension. Teachers know the importance of providing extra assistance to English language learners as they take notes and organize information. Teachers of students at beginning levels of English language proficiency know how to help students segment speech into syllables and begin to recognize essential words. Teachers assist students at beginning levels of English proficiency in identifying conversational patterns and using strategies such as urging speakers to repeat and paraphrase to clarify points. Teachers instruct learners at intermediate levels of proficiency to listen for phonemes, morphological endings, and stress and intonation contours as cues for meaning. Teachers of learners at advanced levels of English language proficiency may identify text structures by which students can follow narratives, make sense of scientific explanations, or follow complex laboratory instructions. Teachers know that those students need to learn explicit skills in order to comprehend long stretches of English speech in real time, and that students need to quickly identify the purposes and topics of extended listening tasks. Teachers of English language learners at any level know how to help students make inferences and determine speakers' intent.

### ***Speaking***

Accomplished teachers thoughtfully analyze the essential language features students need to learn for speech and identify features to include in the curriculum. In terms of pronunciation, accomplished teachers may identify and obtain critical information, such as consonant clusters, vowel diphthongs, syllable structure, and intonation patterns of English as well as components of students' native languages that may influence their speech in English. In terms of vocabulary, they may analyze essential words appropriate for specific audiences, topics, and settings, or words that help students check for comprehension. Teachers may address the purposes of paraphrasing or rephrasing, when necessary, to maximize audience understanding. In terms of grammar, teachers may identify specific grammatical features that students need in order to express themselves in spoken English. Teachers help students express themselves fluently and effectively through pragmatics, such as body language, facial expressions, gestures, rate of speech, and pauses.

Accomplished teachers are able to identify, analyze, and explain a wide range of genres and functions of language, such as apologies and explanations, with specific topics and particular purposes and audiences in mind. They anticipate the language students need to participate in classroom activities, such as interactions with peers and teachers, whole-class discussions, and formal presentations. Such language might include expressions for paraphrasing, for agreeing and disagreeing, and for clarifying.

### ***Reading***

Accomplished teachers have a thorough understanding of the linguistic components and cognitive processes involved in reading. These overlapping

components include the sounds of language, writing, and spelling systems as well as vocabulary, grammar, and discourse structures used in reading. Teachers recognize the extent to which the language demands of texts influence what students are capable of reading, where gaps in comprehension will likely occur, and when students can read independently. Teachers understand the complexity of students' learning to read in English and address the distinctive language and literacy needs of English language learners.

Accomplished teachers who teach beginning readers have extensive knowledge of the sound system and letter-sound relationships in English and of the challenges these sound-symbol correspondences may present for English language learners from diverse language backgrounds. Teachers identify the precise sounds likely to cause difficulty for distinct groups of English language learners and address these systematically in classroom instruction. Teachers know that decoding skills are vital for beginning readers and have extensive knowledge of English spelling conventions, essential in decoding, that are particularly important for students with educational gaps. Teachers know how to select meaningful, connected texts for their students to read, and they analyze the appropriateness of texts using sound-spelling correspondences that may need to be taught systematically. They apply their knowledge of students' varying levels of language development in English and in the primary language as they help students develop prerequisite skills such as phonemic awareness and decoding. For English language learners who have developed foundational knowledge in their primary language, accomplished teachers help them transfer and use their knowledge to build reading skills in English.

Accomplished teachers analyze the types of word knowledge that students at beginning levels of English language proficiency require, including knowledge of a rich, functional, and high-frequency vocabulary as well as word analysis skills that allow learners to identify prefixes and suffixes and determine word meaning. Teachers know that English language learners who speak languages that share a common foundation with English can rely on their understanding of words with the same or similar base forms. For example, many core English words in mathematics and social studies have cognates in Spanish, such as *addition/adición*, *angle/ángulo*, *civilization/civilización*, and *geography/geografía*. Teachers purposefully help students take advantage of this rich language resource.

Accomplished teachers determine the language difficulty level of texts and select texts appropriate to varying English proficiency levels, cultural backgrounds, and ages. They have a thorough understanding of ways to assist students in reading aloud fluently with appropriate intonation and expression, and they know what constitutes reasonable reading rates for diverse types of texts. Recognizing the critical role grammar plays in reading comprehension, accomplished teachers reflect on the ways grammatical features and word order can be interpreted by English language learners. For example, teachers recognize that as learners read clauses, they interpret information through word order, phrasing, and the relationships among words. At the same time, learners process grammatical information to infer a text's meaning across

phrase and sentence boundaries, for example, by identifying pronoun references and interpreting logical connections among paragraphs.

Accomplished teachers understand that skilled use of transition markers has a strong impact on reading ability. Words like *after* and *next*, for example, indicate chronological sequence; words like *compared with* and *different from* indicate comparison and contrast; and words like *as a result of*, *in order to*, and *therefore* indicate process and causation. Teachers help students learn to identify the meanings of these critical discourse markers and use them in comprehending written texts.

Accomplished teachers identify reading comprehension strategies to build students' background knowledge quickly and match instructional strategies with students' fluency levels and other variables. Teachers are adept at identifying and analyzing the cognitive processes underlying comprehension skills and strategies that enable students to read texts with understanding. Teachers recognize the diverse text structures that help students comprehend informational and narrative texts. Teachers know that students' prior knowledge directly contributes to comprehension, and they identify the precise knowledge and information their students require to understand texts. They might also analyze and teach a variety of reading comprehension strategies that help students self-monitor their reading.

Accomplished teachers critically examine the cultural issues that might interfere with text comprehension. They know that what seems to be an easily comprehensible text may cause problems for English language learners who lack the cultural knowledge to understand it. For example, a story about a child bringing his mother marigolds may create confusion for a student from France, because in France marigolds symbolize death and mourning.

Accomplished teachers are aware that critical reading is not an expected goal of common literacy in all cultures, and therefore some English language learners may be unfamiliar with the practice of reading critically. Teachers understand the importance of this type of reading in English in school and on the high-stakes comprehension tests that prioritize inference skills. Teachers are adept at connecting reading and critical thinking, showing students how to make purposeful, reasoned, evidence-based judgments about their reading. Teachers discuss ways students can improve their ability to read critically, for instance, by identifying component parts of an argument or analysis and drawing appropriate conclusions.

Accomplished teachers have a firm grasp on the skills and knowledge students need in order to access and benefit from technology-based reading. Teachers analyze texts from a wide variety of media and technology-based sources to determine how language affects the presentation of information. Doing so helps teachers reflect on the strengths and limitations of each medium for English language learners of specific proficiency levels.

In addition to all the attributes explained above, accomplished teachers continuously investigate research on reading pertinent to English language learners.

They have a strong understanding of research related to topics such as print awareness, phonemic awareness, vocabulary, comprehension, and fluency, and they understand the relevance of these topics for improving instruction for English language learners.

### ***Writing***

Accomplished teachers understand the basic rules of handwriting, spelling, punctuation, and capitalization. They can identify letters that are difficult for some students to write, particularly students at beginning levels of English language proficiency. Teachers know the challenges that spelling conventions present to English language learners of diverse language backgrounds and are diligent in identifying needs of specific students.

Accomplished teachers take into account the rich vocabulary English language learners must know to produce clear, grade-appropriate writing for a variety of purposes and audiences. As appropriate to their teaching assignments, teachers help students develop coherence in their writing, establish themselves as authorities, present evidence, convey humor and politeness, and avoid needless repetition. Teachers may analyze word choices related to levels of formality, style, and tone. They have deep knowledge of ways students can use new vocabulary to produce increasingly complex and grammatically correct sentences.

Accomplished teachers reflect on and determine the scope and sequence of grammatical features that support students' writing development. They can identify patterns of grammatical errors in students' writing and know how to address these errors linguistically. They understand that grammar varies according to the context in which it is used. They acknowledge the differences between broad norms of spoken English grammar and the narrow conventions of writing that are sometimes at odds with the norms.

Accomplished teachers are able to analyze and explain such features of writing as thesis statements, paragraph structure and unity, purpose and effectiveness of introductions and conclusions, use of transitions, effective use of evidence and reference information, and audience appropriateness. Teachers recognize that some English language learners approach writing with previously developed understandings of writing structure, and they know how to address these issues sensitively. Teachers of learners at advanced English language proficiency levels identify, explain, and analyze language characteristics of diverse types of analytical and expository writing, such as essays, research papers, and lab reports.

Accomplished teachers know when and how to use process writing, collaborative writing, and timed writing. They know how to adapt writing instruction for students at varying English proficiency levels who may not be able to take full advantage of the basic steps in the writing process. For example, they may modify the idea-gathering stage for students at beginning proficiency levels by scaffolding instruction for them

or by encouraging their use of the primary language in small groups to enable all students to participate in a brainstorming session.

Teachers explore the availability of technology and ways to use technology in writing. They reflect on the use of electronic tools that may involve a combination of images, video, audio narration, music, and writing. They understand the language features and knowledge that students need to produce diverse types of technology-based writing in order to participate fully as literate members of society.

### ***Visual Literacy***

Visual literacy is based on the idea that pictures can be read and that meaning is communicated through a process of reading images. Learners can turn information into all types of pictures, graphics, or forms that help communicate information and they can read information from all visual forms. Visual literacy is both receptive (viewing) and productive (visual representation), in that students are both consumers and producers of visual images. Viewing, a component of visual literacy, includes the ability to interpret graphic representations, evaluate media messages, and employ visuals to communicate. Accomplished teachers anticipate and mediate their English language learners' linguistic and cultural difficulties in accessing visual literacy. Teachers identify the specific language and cultural information students require to interpret, discuss, and incorporate visual representations in their communications. Teachers know, for instance, how to evaluate the placement of texts and graphics on a Web site and how to assess the overall impression of Web sites, and teachers can explain this information to students by building on students' past visual experiences. Teachers realize that diverse cultural groups have varying understandings of authorship and ownership of text, and they explicitly teach English language learners about the perceptions and consequences of plagiarism in the United States.

Accomplished teachers ascertain the appropriateness of the instructional use of visual representations for students' age and English language proficiency. Teachers know that visual tools, while helpful to some English language learners, may present linguistic and cultural barriers to others that require explanation. Because technology evolves so quickly, teachers are diligent about staying informed of new technological advances.

## **Components of Language**

Accomplished teachers have a strong background in the components of language—phonology, vocabulary, grammar, and discourse—and know how to facilitate English language learners' effective use of these components.

### ***Phonology***

Accomplished teachers are knowledgeable about the sounds of the English language and the ways these sounds combine to form words. They understand basic stress and intonation patterns of English. They also understand English syllable

structure, which may vary from those used in their students' primary languages. In addition, they understand the complex spelling system of English.

### ***Vocabulary***

Accomplished teachers have extensive knowledge of word meaning and usage. They effectively explain aspects of words needed to understand multiple meanings and connotations. They analyze and explain information concerning, for example, spelling and the use of words in grammatically correct ways. They teach students roots, affixes, and common Greek- and Latin-based English words. Teachers know how to choose words useful in academic situations that have considerable bearing on students' understandings of the school curriculum, such as words with large word families. Teachers of newcomers, regardless of when students enter the classroom, select words that students need in emergencies—*Help! Stop! Fire!*—as well as words essential to students' everyday lives. Teachers of students with advanced levels of English proficiency identify challenging words and examples of word usage that students need to know to access difficult texts, pass exams, make academic presentations, and succeed in mainstream classrooms. Teachers of English language learners in content classes may identify content-specific vocabulary that often causes confusion and that is essential for learning and expressing important concepts.

### ***Grammar***

Accomplished teachers identify and explain the basic features of grammar in the context of meaningful communication. They develop instructional sequences for the presentation of grammar based on criteria including an analysis of instructional material. Through knowledge of students' primary languages as well as through formal and informal assessments, teachers identify and address students' grammatical needs by determining the causes of errors. Teachers are well-versed in English morphology and syntax. Because many students at intermediate levels of English language proficiency have difficulty improving their grammar, teachers of these students identify challenges presented by problematic grammatical features, such as noun systems, complex clauses, conjunctions, and embedded quotations. To meet the needs of learners at advanced levels of English proficiency, teachers develop an extensive familiarity with grammar that includes knowledge of passive constructions, conditionals, and causative structures.

### ***Discourse***

Accomplished teachers are adept at analyzing the forms of discourse, including functions such as complaints and refusals; genres, such as stories and lab reports; and conversational and organizational features, such as openings and closings of conversations and expository writing. They determine problems students encounter in communicating, and they examine the discourse sources of the problems. Accomplished teachers know writing conventions and discourse organization differ across languages and cultures. For some cultural groups, for example, the introduction to a business communication requires an exchange of initial pleasantries before revealing the purpose of the letter: "Dear Sir: I hope this letter finds you well

and you are enjoying our fine spring weather. I am writing to request a copy of your invoice for services rendered.” Teachers of newcomers who enter their classes at any time of year are adept at identifying specific discourse features that should be taught immediately. Teachers of learners at advanced levels of English language proficiency know the characteristics of a large array of complex genres, such as argumentative, narrative, informational, descriptive, literary analysis, and expository writing. Content teachers of English language learners teach the discourse features characteristic of their content areas. Mathematics teachers, for example, can explain the structure of word problems, focusing students on the relationships between numbers.

## Variations in Language Use

Accomplished teachers analyze variations in the use of English—language variation, social language, and academic language—and consider other variables such as situational settings. They are familiar with dialectology and the range of dialects used in the United States, particularly in the communities where they work and in the countries from which students have come. They recognize code switching as a means of participating in social interaction, building community, and expressing identity. Teachers understand the characteristics of social language and academic language.

### *Social English Language*

Accomplished teachers are aware of the characteristics of social language, including vocabulary and fixed expressions, grammatical features, and discourse structures. Teachers recognize the language that students need to use when interacting informally. They are able to explain clearly the social consequences of inappropriate words and utterances. Teachers, for instance, identify and explain politeness features that students may use in social situations. They recognize that social language has important features that may be too subtle for students to recognize, such as nonverbal cues that others may provide in the course of interactions. They identify the specific types of social language that can improve students’ interpersonal relationships, help them gain peer acceptance, express their own views and emotions, and recognize others’ views and emotions. For early childhood students, for instance, teachers understand the value of pretend play and cooperative play activities in promoting language and literacy development and learning. Teachers provide opportunities for early childhood students to have time for play in centers where conversation can be incorporated into play.

### *Academic English Language*

Accomplished teachers understand that language required in academic settings is complex and can be less familiar and more demanding than the language of everyday settings. Teachers know that students’ facility with academic English is crucial to access content-area curricula and to benefit from instructional activities, assignments, and assessments. Teachers may determine that students need to know specific words relevant to all content areas, such as analyze, evaluate, discuss, and clarify, as well as grammar characteristic of specific content areas, such as passive

structures in science, and the non-literal forms of language, such as idiomatic and metaphorical expressions used in literary texts.

Accomplished teachers analyze the features of academic English used in various content areas, drawing on their broad understanding of key concepts and the linguistic demands that content areas require of English language learners. Regardless of instructional settings, teachers are familiar with content-specific language students need. To study history, for example, teachers know that students must understand language dealing with causation, time, order, and sequence. To assist students in understanding algebra, for instance, teachers examine the language of math problems and language important to understanding number systems, symbolic expressions of quantitative relations, or trigonometric functions. For early childhood students, teachers might provide opportunities for students to express causality, such as “I like...because...”

Accomplished teachers know that students—regardless of English proficiency levels—can engage in higher-order thinking, and they foster essential skills that allow students to hypothesize, infer, generalize, and predict. Teachers analyze the language forms and functions that appear in academic texts and tasks, such as complex clauses and decontextualized language, which convey meaning through linguistic cues independent of the immediate context.

## Reflection

Accomplished teachers of English language learners reflect on the vital role that a strong knowledge of English plays in learning and communicating. When considering the essential language domains and components, they realize the need to stay abreast of the most current literature in the field and reflect on how they can use research findings to inform their instruction. Teachers reflect on their analysis of the language demands of tasks and texts, anticipating the language needs of students and the linguistic challenges they face. Teachers reflect on their observations of students’ progress in acquiring specific features of language. Teachers analyze their knowledge of language domains, components, and variations to address students’ communicative needs in listening, speaking, reading, writing, and visual literacy in a wide range of social and academic settings. Their reflection is based on a deep understanding of the systematic yet variable nature of language and of the value of a multilingual society.

# ***Standard V***

## ***Knowledge of English Language Acquisition***

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*Accomplished teachers of English language learners critically evaluate the ways in which students acquire primary and new languages and apply this knowledge to promote their students' success in learning English.*

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The instructional decisions made by accomplished teachers are informed by their inquiries into the current research regarding English language acquisition. Research findings enable teachers to analyze and critically evaluate theories and hypotheses concerning English language acquisition in terms of relevance to improving students' language development. They deliberate on developmental stages in the acquisition of English and accurately characterize their students' language acquisition patterns. Teachers know that, for many students, English language acquisition is not a linear process. Teachers take into account a range of factors that influence students' acquisition of English.

### **Language Exposure**

Accomplished teachers understand that students' exposure and active attention to English directly affects their English language development. Accomplished teachers analyze students' exposure to English, identifying the characteristics of high-quality language exposure that maximize students' English language development. Teachers evaluate ways to expose students to engaging, relevant, and meaningful language. Teachers deliberately increase the quality of their students' exposure to English, for instance, by building on students' interests, language goals, and prior knowledge. Teachers are adept at identifying and employing multiple ways to ensure that students understand the English they read and hear. Teachers can identify aspects of English that students have acquired and those aspects of English that students need for social purposes and to access content.

Accomplished teachers determine when and how to provide models of language adapted to students' language proficiency levels in order to reduce the language demand, build background knowledge that enhances students' ability to comprehend what they read and hear, and offer more challenging texts. Teachers understand that students often can understand more English than they can produce, and teachers know that involving students with understandable but increasingly complex and sophisticated language supports their development of English. Teachers determine

when to expose students to individual words and phrases and when to expose them to larger stretches of discourse.

Accomplished teachers thoughtfully develop plans to ensure that students receive repeated exposures to specific aspects of English. Teachers critically evaluate students' English language development to determine which students require additional, meaningful opportunities to read and hear specific language features, how much exposure each student requires, and which instructional experiences best provide students with multiple exposures to language.

## Language Awareness

Accomplished teachers quickly identify features of English that students cannot acquire through exposure alone, and they determine when to call deliberate attention to language forms and the accurate use of these forms. When teaching language forms through oral reading of books, for example, teachers may have early childhood students raise their hands when they hear words that rhyme, or have older students identify adverbs by raising their hands when they hear words that end in -ly. Teachers know that language awareness directly affects language development, and they have facility in explaining language to their students. They examine how English works in terms of sounds, spelling, words, grammar, and discourse. When exploring the persuasive function of advertisements, for instance, teachers draw students' attention to the purposeful use of such forms as adjectives, imperatives, and questions.

## Interaction and Practice

Accomplished teachers know students acquire language through the exchange of meaningful messages and identify and evaluate ways of providing students with multiple opportunities to practice using English to communicate inside and outside the classroom. Teachers understand that not all interactions improve students' acquisition of English; they identify the characteristics of effective interactions and practice, such as meaningful and scaffolded use of the targeted language and the ways students can use English to improve their language development. Teachers know specific features of English that students need to acquire and how to structure practice to enhance development of these features over time.

## Interdependence of Language and Content

Knowing that English language learners acquire academic English effectively when it is taught and learned along with academic content, accomplished teachers are adept at integrating content and language instruction. They analyze the interdependence of language and academic content, noting how this association increases in upper grades as students' development of content knowledge becomes more intimately linked with their command of academic English. For teaching narration in English language arts, for example, teachers of early childhood students may have the students retell a fairy tale in chronological order while teachers of older students would instruct them in the use of embedded quotations in their readings.

## **Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy**

Accomplished teachers use and apply their knowledge of the interdependence of listening, speaking, reading, writing, and visual literacy, and the ways this interdependence can accelerate students' English language acquisition. Listening, speaking, and reading, for instance, support writing development. Teachers know that academic writing, which involves accuracy and precise expression, contributes to the development of proficiency in academic oral language. They also know that reading provides students with rich language models and that discussions of readings help students retain, analyze, and recall language. Teachers analyze effective ways to integrate all domains—listening, speaking, reading, writing, and visual literacy—to accelerate and reinforce students' language development. When students have difficulty learning features in one domain, teachers determine ways of improving students' development of features by using other domains.

### **Explicit Instruction**

Accomplished teachers make language salient for students because they understand that effective, explicit instruction fosters acquisition of particular aspects of English. Teachers draw students' attention to target forms and facilitate processing of these forms for productive use of language development. Teachers know that students who do not receive explicit language instruction may stop acquiring these features of English, which could prevent them from fully developing academic English.

### **Instructional Feedback**

Accomplished teachers have a thorough understanding of the relationship between language development and instructional feedback. Because teachers know that constructive feedback helps students notice gaps within their production of English, teachers target forms and functions of English that students are developing. Teachers provide continuous, systematic, and supportive feedback tailored to students' needs to facilitate English development. They easily discern when to model language forms, when to ignore students' language errors, and when to correct students explicitly. Teachers provide sensitive feedback to support students' correct and effective use of English. Teachers identify errors common to students of diverse language groups and varying English proficiency levels. Teachers recognize that some students who have not demonstrated sufficient progress learning English might require sustained feedback, over time, that is focused on specific language features those students are no longer developing.

### **Language Transfer**

Accomplished teachers accurately evaluate students' knowledge of their primary languages and build upon that knowledge when teaching English. Teachers understand the effects of students' primary language and literacy on English language development.

Accomplished teachers determine aspects of students' primary languages that may transfer to English and may affect students' learning of English, such as sounds, spelling, word meanings, grammatical rules, word order, rhetorical features, and discourse structures; this awareness helps teachers design and implement instruction. Teachers may examine language transfer with students to increase language awareness and to support the positive transfer of language features. Teachers, for example, may encourage students to practice transferring cognate knowledge, and they may provide targeted feedback. Teachers know students may have valuable reading skills in primary languages that may transfer to reading in English. When appropriate, teachers judiciously contrast learners' primary languages to English in order to focus on new features of the target language that may differ or not exist in their primary languages.

Accomplished teachers recognize that many factors influence language transfer, including proficiency in the students' primary languages and in English as well as similarities and differences between the two languages. Teachers know that many learners are in the process of acquiring or losing their primary language, while some may have acquired only partial proficiency in one or more of the five language domains. Such students are often unsuccessful at transferring features from their primary language to English. Teachers understand, however, that students may transfer features from an informal, oral variety of their primary language into English or an informal variety of English into academic English.

## Educational Background

Accomplished teachers analyze the impact that English language learners' educational backgrounds have on language development. Teachers know students rates of language acquisition can vary greatly depending on their degree of exposure to literacy and academic language in any language at home and in school, their access to continuous formal education whether in their primary language or in English, their ability to use their primary language to read and write for academic purposes, and their ability to communicate meaningfully. Some students have experienced interrupted or limited education and may have underdeveloped literacy skills that impede their ability to learn academic English. Accomplished teachers know how to identify specific strengths and weaknesses in students' educational backgrounds. Teachers provide instructional supports to accelerate students' development of English while at the same time helping students overcome educational gaps and build upon their previous schooling. (See [Standard 1—Knowledge of Students.](#))

## Culture and Sociolinguistic Variables

Accomplished teachers evaluate cultural and sociolinguistic variables that affect students' language development. In identifying and responding to instructional needs of students, for example, teachers differentiate between the needs of native English speakers and the needs of English speakers from countries such as India, Liberia, and Jamaica who are learning academic language. Teachers know that cultural backgrounds create contexts in which students build frameworks for understanding

English, which, in turn, facilitate English language development. Teachers identify cultural differences in learning and communicating and the specific ways these differences affect students' development of English. Teachers analyze languages and dialects spoken in the community to predict, understand, and mitigate difficulties students may encounter as they learn English. Teachers know that regional language patterns and dialectal variations can be misinterpreted as speech and language delays or deficiencies. Spanish speakers, for example, may have difficulty consistently producing the [j] or sh sound in English because it does not occur in Spanish, just as some English speakers may have difficulty trilling the [rr] sound in Spanish words like *perro*. Teachers also know some errors that appear to be reading miscues, such as reversing the [k] and [s] sounds in *ask*, may actually reflect dialect differences or instances of English language learners' efforts to construct language as they read for meaning.

## Age and Length of Time in the United States

Accomplished teachers know that students of disparate ages and varying time in the United States acquire academic and social language at differing rates. In general, young students learn English at rates different from older students and face less-challenging language demands than older students. As a consequence, older students may require more intensive language supports than younger students, especially when older students have experienced gaps in language and academic development. All students, however, require sufficient, deliberate instruction to develop age- and grade-level appropriate English.

## Motivation

Accomplished teachers make informed decisions for instruction that reflect their understanding of how to motivate varied groups of English language learners who may include newcomers; long-term residents of the United States; and students of diverse abilities, primary languages, and cultural backgrounds. Because accomplished teachers understand the effort required by students to advance their English language development and to improve their abilities in specific areas such as reading, writing, and vocabulary, teachers encourage students to develop habits of perseverance. They incorporate activities that foster students' ability to monitor their own behaviors so they learn to motivate themselves and support their own English language learning. (See [Standard VI—Instructional Practice](#).)

## Other Factors Affecting Language Development

Accomplished teachers analyze student variables that may affect English language development and academic success, such as time of arrival; social, political and economic factors; identity; exceptional learning needs; rural, suburban, or urban environment; cognitive readiness; and aptitude. Accomplished teachers, for example, know that students who live in rural areas might be isolated from communities that speak their primary language and are likely to communicate solely in English in school as well as in the larger community. Teachers know that the linguistic isolation

experienced by such students might influence their acquisition of English as well as the loss of their primary language; conversely, a lack of instructional support may result in students' developing social but not academic language in both English and in their primary language. Accomplished teachers may try to help these students maintain and develop their primary language by locating resources in that language and support their development of English by addressing their specific academic language needs.

## **Myths and Misconceptions about English Language Acquisition**

Accomplished teachers are familiar with myths and misconceptions commonly held about English language acquisition: students acquire English more quickly if their families speak only English at home, immersion in an English-speaking environment alone is sufficient to accelerate English acquisition, students have fully acquired English once they appear to be speaking fluently, and all students learn English in the same way and in the same time frame. Accomplished teachers know how and when to educate colleagues about relevant aspects of English language acquisition, respecting their colleagues' professionalism while providing opportunities to learn about the language acquisition process. For example, teachers may informally point out to a colleague that a student's pronunciation of English does not necessarily equate with that student's literacy skills and knowledge of academic English. Teachers may also provide more formal professional development opportunities to colleagues, for instance, teaching them a content-rich lesson in a language their colleagues do not understand in order to build empathy for English language learners and to illustrate features of the language acquisition process.

## **Reflection**

Accomplished teachers thoughtfully consider factors that influence English language acquisition as they evaluate students' needs and plan instruction. Teachers purposefully seek to advance their knowledge, to stay current in research, and to evaluate theories in relation to their own instructional context. Teachers reflect on students' need to develop English language and literacy skills, and they make sound decisions that facilitate their students' English language acquisition.

# ***Standard VI***

## ***Instructional Practice***

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*Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students' characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students' linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.*

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### **Preparing for Effective Instruction**

In preparing for effective instruction, accomplished teachers of English language learners analyze students' strengths and needs, including academic and linguistic abilities. By connecting with students' lives and showing concern for them as individuals, teachers gain students' trust and confidence, encourage them to experiment with language and content learning in English, and focus them toward positive interactions and independent learning. Teachers incorporate students' cultures into their instruction, build upon students' accomplishments, and communicate a vision for success to all students.

In addition to considering the needs of students when planning for instruction, teachers also consider learning objectives as they gather a rich array of instructional resources and determine appropriate teaching strategies. They identify the linguistic, cultural, and conceptual demands of texts and tasks and select varied instructional approaches that enable students to deepen their knowledge of English, increase their access to curriculum, and enhance their enjoyment of school.

### ***Integrating Language and Content***

Accomplished teachers know that learning English takes time and that learning academic English cannot be deferred until students have sufficient mastery of the new language. Consequently, teachers organize instruction around both content and language learning goals. Teachers may derive language objectives from a set of subject area learning standards, or they may select content-area topics and learning tasks to support communicative and functional language objectives. Integrating language and content instruction occurs along a continuum of emphasis on either language or content.<sup>1</sup>

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<sup>1</sup> For additional information, refer to the appropriate National Board subject area standards.

Accomplished teachers may plan to integrate topics from different disciplines and organize them around broad conceptual themes. Planning for thematically coherent, content-based language teaching allows teachers to take advantage of the natural redundancy of language, whereby the language used to discuss related concepts, such as vocabulary as well as sentence structure, is reinforced through multiple opportunities for exposure and practice. In addition to planning age-appropriate, thematically-linked instruction, accomplished teachers purposefully plan to integrate students' use of listening, speaking, reading, writing, and visual literacy in class activities and home assignments.

### ***Building on Students' Prior Knowledge, Experiences, and Interests***

Accomplished teachers know how to make difficult concepts more comprehensible for English language learners by designing instruction that builds on prior knowledge and experiences, personal strengths, interests, and linguistic abilities. Teachers maximize opportunities for students to explore and discuss central ideas in the curriculum by selecting major themes and guiding questions that encourage students to build connections to their prior knowledge and experiences. For example, teachers might ask newcomer students, literate in their primary language but at a beginning level of English proficiency, to write stories in their primary language about personal experiences, translate their stories into English with the assistance of peers, and then share their stories with classmates by reading aloud or by adding the stories to an online collection. When teaching about early settlers and pioneers in U.S. history, teachers might incorporate some students' and their families' immigration or migration experiences.

### ***Selecting Materials and Resources***

Accomplished teachers strategically select sources to expose students to increasingly complex language. Teachers plan assignments to provide resources appropriate to students' English language proficiency levels and ensure that students have access to reading materials. To support students' development of academic English, teachers offer a wide range of literacy experiences that expose students to linguistic features characteristic of content-area texts as well as of meaningful tasks and interactions.

Accomplished teachers of English language learners select, adapt, and create a range of diverse materials. They look beyond textbooks into other school resources and the community, seeking opportunities to enrich students' learning experiences. Whenever possible, teachers identify bilingual or bicultural school staff and community members to support literacy instruction. Teachers may invite family and community volunteers to read bilingual books and work with students individually or in small groups to develop reading and writing skills in the students' primary languages, to promote students' cognitive development, and to facilitate transfer of literacy skills from primary languages to English.

Accomplished teachers working with English language learners are sensitive to dialectal differences in primary language materials and, therefore, seek instructional

resources from the diverse regions represented by their students. The purposeful selection of challenging materials appropriate to students' primary language and literacy levels and their English language abilities and content learning needs maximizes their opportunities to learn and use English.

Accomplished teachers understand that all students benefit from instruction representing multiple perspectives, and they know that English language learners need to see themselves and their experiences meaningfully reflected in the curriculum. Teachers are also aware that conventional materials may be limited and even inaccurate in portrayals of the social, political, and historical contexts of indigenous people and other ethnic or cultural groups. Therefore, teachers of English language learners critically review their curriculum and, as needed, supplement and modify materials and instructional tasks to include students' perspectives.

Accomplished teachers are familiar with and know how to incorporate a wide range of current technological resources into their instruction to help develop or reinforce students' learning of language, culture, and concepts related to the curriculum. To inform their efforts to incorporate technology, teachers first assess students' computer literacy and knowledge of relevant terminology. Teachers may infuse linguistically, culturally, and age-appropriate technology to provide activities that extend students' learning and offer academic support, such as online publishing or research. Teachers may use Web sites or Internet-based resources for relevant video clips and pictures, for example, to build students' background knowledge.

In order to build background knowledge, accomplished teachers seek resources and plan ways to use technology creatively to facilitate students' learning. Teachers recognize, however, that age-appropriate literature, textbooks, and Web sites in English may require levels of language proficiency higher than many of their students possess. Resources written in simpler English may not engage students' interest, and materials in students' primary languages may not be available or appropriate. Teachers prepare for instruction by acquiring a variety of multimedia resources for classroom and school library collections in English and in other languages to support their students' language and literacy development as well as to facilitate their access to the curriculum.

### ***Teaching Collaboratively***

Accomplished teachers collaborate with a wide range of instructional colleagues both formally and informally. They identify the best partners to support students' needs and collaborate with them in planning, teaching, assessing, and reflecting on their instruction. Teachers work with staff and school administrators to establish common planning times and use innovative and effective strategies to confer and plan instruction with colleagues. In collaboration with content-area teachers, teachers of English language learners ensure that English language objectives are taught explicitly and appropriately with content learning objectives. Collaboration with content-area teachers may involve both teachers examining the curriculum for linguistic, cultural, and conceptual demands to plan appropriate instruction. Accomplished bilingual

teachers of English language learners might work with content-area teachers to identify important concepts and key vocabulary and to preview and reinforce instruction in the students' primary language. Teachers may also work with reading specialists to assist students in identifying appropriate reading strategies so that students can meet the linguistic demands of textbooks and learn essential concepts.

### ***Managing Learning in the Classroom***

Accomplished teachers plan for effective classroom management practices for English language learners. Teachers seek orderly classrooms so that spontaneous engagement can occur and imagination and learning can flourish. Teachers anticipate possible concerns related to cultural identity as well as intercultural conflicts among students, and they analyze and employ effective ways of preventing or mitigating the effects of such concerns or conflicts. For example, when planning to incorporate group work, teachers determine whether pair-work versus large-group configurations provides the most productive and effective learning opportunities. In addition, when establishing groups, teachers consider students' English language proficiency levels, primary language and cultural backgrounds, and personal characteristics such as gender and personality. Teachers distinguish between student misbehavior that undermines classroom civility and exuberance that adds vitality to learning experiences. When disciplinary action is necessary, teachers act promptly, equitably, and with minimal disruption to the class. Discipline strategies, set within parameters of school policy, are sensitive to the cultural norms familiar to students and allow students to retain their dignity. Teachers work to include all students in congenial and equitable learning environments.

Accomplished teachers effectively manage students' learning time. Teachers know when to extend time devoted to an activity, and just as importantly, when to curtail or conclude an activity for maximum language learning. Teachers establish highly structured, orderly learning routines that communicate to students what is expected of them, thus helping students to focus on successful language learning opportunities and to feel confident about participating in class. Teachers plan instruction that uses time efficiently and enables them to adapt as circumstances dictate in order to address language and content objectives and meet students' unanticipated needs and learning interests.

### **Providing Effective Instruction**

Accomplished teachers of English language learners create and maintain classroom climates of high expectations, sustained engagement, common goals, and mutual support among students. Teachers structure emotionally secure and intellectually rigorous learning environments where students may be included in developing rules and routines for effective learning. Students have a sense of belonging, accept the rules of the classroom community, take responsibility for their learning, and are eager to learn. Teachers facilitate students' language and content learning by upholding high standards for meaningful communication to facilitate instruction that leads to sustained academic achievement in all subjects.

Accomplished teachers choose, develop, and modify instruction based on ongoing observations of students' linguistic needs. Teachers implement effective instruction by structuring lessons around pre-teaching, scaffolding, exposure, practice, and feedback. They recognize that structured routines, especially within lessons, are essential to the academic success of English language learners.

### ***Differentiating Instruction in the Language Domains***

Accomplished teachers understand that English language proficiency typically develops unevenly across the five language domains of speaking, listening, reading, writing, and visual literacy. A student may have strong reading skills, for example, but experience difficulty with fluent oral communication. Teachers therefore differentiate instruction according to each student's level of English proficiency in each of the language domains.

#### **Listening**

Prior to practice in listening, accomplished teachers provide background knowledge that may include an introduction to or review of key vocabulary, grammar, or discourse structures. Teachers might scaffold instruction by implementing graphic organizers and setting a purpose for listening. To practice listening, for example, students might be asked to follow directions for a variety of tasks. Teachers recognize that English language learners need sustained and ongoing exposure to the specific language related to topics of study displayed in the learning environment. Teachers may display relevant posters and visual images with labels throughout their classrooms. To support the language objectives of a lesson on requests, for example, a teacher might display cartoons created and illustrated by students in which the dialogs depict appropriate examples of language, such as requests for assistance, information, or advice.

#### **Speaking**

Accomplished teachers model appropriate speaking for their students and incorporate opportunities for students to enhance their speaking skills. When introducing themselves at the beginning of the school year, for instance, early childhood teachers might model formal and informal introductions. Teachers could create environments rich with examples of the language of introduction and have students practice multiple forms of introductions using puppets. Teachers might have older students audio-record their introductions and develop suggestions for improvement. Students could then introduce themselves to partners or introduce one another to members of a group or to the class with teacher and peer feedback. Teachers know how to create speaking activities involving students' prior experiences and knowledge so students have a rich context for expressing ideas and are able to transfer their linguistic knowledge.

## Reading

Accomplished teachers introduce students to the power and enjoyment of literacy by selecting materials appropriate to the interests, cultural backgrounds, grade-level curriculum, and language and literacy experiences of their students. Students read for a wide range of purposes, including basic comprehension, personal enjoyment, information gathering, and critical understanding.

Accomplished teachers are knowledgeable about teaching phonemic awareness, decoding, vocabulary development, comprehension, and fluency as appropriate to students' grade levels and content-area learning, focusing on students' specific needs. For example, a middle school science teacher might emphasize vocabulary development while an early childhood teacher might focus on all five components.

Accomplished teachers identify and pre-teach essential vocabulary likely to be unfamiliar to English language learners. Teachers employ effective techniques such as the use of visuals, semantic maps, translations, and realia to assist in developing key vocabulary and conceptual prerequisites that students need to understand texts. Because many English language learners arrive in U.S. schools with literacy skills and reading strategies already developed in their primary languages, teachers accelerate students' English literacy development whenever possible by building on these skills and strategies through cognate awareness and guided reading. Teachers direct students' attention to organizational characteristics of texts such as headings, introductions, and topic sentences, as well as tables of contents, and the alphabetic ordering of glossaries.

Accomplished teachers instruct students by drawing on multiple, interacting systems of language knowledge in English—sentence and word forms, grammar and discourse structure of texts, word meanings, and background knowledge. Teachers know how and when to emphasize vocabulary instruction and how and when to monitor for comprehension.

## Writing

Accomplished teachers differentiate writing instruction to address students' varying levels of fluency in writing. Teachers know when to offer English language learners choices in writing prompts and when to select topics and assignments appropriate to students' culturally-based experiences, English language proficiency, writing abilities, and grade-level expectations.

Accomplished teachers reflect on the sources of students' writing errors and provide clear, direct instruction to explain target forms. Teachers model the writing process, provide word banks and sentence frames, and provide students with thoughtful feedback to improve their writing in English. Teachers also guide students in using appropriate resources such as editing checklists, scoring rubrics, and peer and teacher conferences so that students can identify their own strengths and limitations and effectively edit and revise their writing. Teachers provide specific,

timely, and consistent feedback that students of diverse backgrounds can understand and incorporate into their writing. Teachers understand patterns of language used by learners, as well as their avoidance of specific structures and skills, and shape instruction and feedback to address aspects of language that students have not yet mastered.

### **Visual Literacy**

Accomplished teachers design tasks that help students acquire skills necessary to communicate with visual information. To support students' language development, teachers pre-teach key vocabulary and the processes of interpreting graphic representations, evaluating media messages, and employing visuals to communicate. Teachers may use images, such as photographs, political cartoons, illustrations from children's books, films, maps, charts, and graphs. In a lesson on persuasion, for example, teachers might create an image bank of persuasive techniques used in print advertisements. To scaffold the lesson, teachers might have students view an image that employs a particular persuasive technique, and then move to images representing more complex ideas, ultimately guiding students to choose an idea or product to advertise for a specific, real audience and create their own marketing campaign that incorporates several images. Teachers might provide students with word banks and sentence frames to allow all English language learners to develop their English and to access new concepts. Throughout their classrooms, teachers could provide a variety of advertisements representing the distinct cultures of their students. When teaching visual literacy, accomplished teachers keep in mind that age, culture, and prior experiences contribute to students' abilities to interpret and use visual symbols. For students with limited experiences involving visual images, teachers might provide additional exposure to visuals and opportunities to interpret them.

### ***Engaging and Motivating Learners***

Accomplished teachers' knowledge of students and strong command of English and other subjects comprising the curriculum provide the tools necessary to engage all students in language learning. Teachers recognize that students' needs and interests contribute to their language development, which is facilitated when each student perceives the personal significance of instruction. Teachers might incorporate topics and issues relevant to students' needs and interests to motivate them to continue independent language and concept learning outside the classroom and extend their understanding of the world. Teachers seize opportunities to inspire students by helping them form significant connections between schoolwork and their daily lives and perceive the real-world applicability of language skills they learn. Teachers offer students multiple ways to attain success in their classes and structure activities to ensure meaningful language development.

Accomplished teachers recognize the benefits of bilingualism and how it may contribute to English language learners' academic success. Teachers motivate students to maintain literacy in both their primary language and in English by connecting the cultural backgrounds of their students to content and language

objectives. Teachers, for instance, might invite bilingual community members to discuss how bilingualism contributes to learning English as well as to their careers and to the community.

### ***Providing Students with Focused Language Instruction***

Accomplished teachers know when and how to provide focused language instruction that promotes students' acquisition of and interest in English. Recognizing that language-focused activities are more meaningful to students when they understand texts they read and hear and when topics of discussion and assigned books are relevant to them, teachers might allow for students' voices in curricular decisions such as the choice of reading material. Teachers know that many students cannot develop academic English entirely on their own, and, without focused language instruction, may reach plateaus at any level of English language development. Such instruction can include contextualized attention to distinctive sound contrasts; effective use of synonyms, varied word forms, and rhetorical features; and strategic tasks that integrate the functional uses of language.

### ***Thinking Critically***

While planning their lessons, accomplished teachers recognize that today's complex world requires multifaceted approaches to thinking and acting. Teachers challenge students cognitively at both individual and group levels by asking questions that elicit problem-solving abilities. Teachers employ a combination of activities and techniques, such as graphic organizers and word lists, which allow students to construct their own understandings of the material. Teachers analyze the linguistic and cultural demands of learning tasks that require students to think critically, and that provide them with sufficient support. Accomplished teachers initiate tasks that foster inquiry, building students' capacity to communicate complex ideas. Teachers encourage students to ask questions that extend or clarify concepts, promote deeper thinking, or provide diverse perspectives. They motivate students to synthesize conceptual understandings verbally and in writing, constantly integrating students' English language development with academic content learning. By involving students in critical thinking activities, teachers develop language learners who challenge assumptions, engage in creative projects, persist in explorations of difficult material, think substantively, and demonstrate a commitment to acquiring a high level of English language proficiency.

### ***Individualizing Instruction***

Based on students' needs, accomplished teachers might teach particular grammatical structures, such as relative clauses or question forms. They might teach useful discourse forms, such as phrases signaling a courteous interruption or an expression of a difference of opinion. Teachers provide clear and accurate explanations with multiple examples, model the target language structures, and provide opportunities for students to practice these new language forms and functions through interactive tasks such as show and tell, role-playing, and simulations.

Accomplished teachers pay special attention to the needs of students at varying English proficiency levels, content knowledge, and educational backgrounds, while adhering to appropriate curricula, standards, and time lines. When teaching reading, for example, teachers know when and how to explain vocabulary and give clear explanations informed by their knowledge and understanding of students' culture and English proficiency. Secondary social studies teachers might teach students at advanced levels of English proficiency how to use reported speech accurately and effectively in their writing. Teachers of mathematics may explain the interpretation of meaning and accuracy of forms for conditional structures used in algebraic expressions, such as "If  $x$ , then  $y$ ."

Accomplished teachers scaffold instruction so that students can express themselves effectively. For instance, teachers might provide explicit instruction on how to summarize others' remarks or how to change the subject so that students can use these discourse skills effectively in conversational tasks. Teachers might also provide templates to guide students' oral and written production. A science teacher who teaches English language learners, for instance, might use sentence frames expressing sequence or cause and effect to help students report findings from an experiment. Teachers pose cognitively complex questions modified according to students' English proficiency and scaffold their ability to respond reflectively and with increasingly complex language. Teachers include activities that require students to interact orally in class. To extend students' classroom practice in academic language, teachers might structure opportunities that encourage additional practice during extracurricular activities or after-school homework clubs.

### ***Using the Primary Language as a Tool***

When appropriate, accomplished teachers support students' optimal learning through the use of their primary language to create meaning and engage in discussions about new concepts. Teachers are aware that students' knowledge of another language may complicate their comprehension of concepts expressed in English. For example, students may mistakenly associate the meanings of false cognates, such as *embarrassed* in English and *embarazada*, which means *pregnant* in Spanish. Teachers know that a strong literacy level in the primary language supports English language literacy development and learning. They acknowledge and value students' primary languages and encourage their development by creating environments rich in oral language use, print and visual literacy, and cultural diversity. In instructional settings where more than one language is used, teachers use both languages as teaching and learning tools when appropriate. Teachers keep linguistic and conceptual goals in mind when making language choices for instruction. They attempt to build on the linguistic abilities students bring to school and help them move toward greater understanding and use of English as a medium for learning.

Accomplished teachers understand the limitations imposed on students' participation, critical inquiry, and creativity when all instruction is delivered in English. Teachers find ways to encourage the use of students' primary languages when appropriate. Teachers might group students according to language dominance, for instance, and use primary language materials when available. When more than one

language is used for instruction within a classroom, teachers are careful to avoid practices that subordinate the status and use of one language to another. When language choice and use are determined by state or administrative regulation or by program requirements, teachers exercise professional judgment and implement formal and informal assessments to make choices about language use, depending on the focus of instruction and the desired levels of student participation.

### ***Interacting in the Classroom***

Accomplished teachers know how to scaffold instruction to support students' use of language in increasingly complex ways. Teachers use a diverse repertoire of instructional approaches, strategies, and activities to increase students' interactions and language use. Teachers strategically implement collaborative learning, developing students' discussion skills and emphasizing the importance of listening carefully and responding thoughtfully and appropriately. These activities may involve role-play, debates, interviews, structured writing, peer editing, and technology-based tasks that connect students to the real world. Teachers may address critical and creative thinking demonstrated through interviews and reports for classroom presentations and publications.

Accomplished teachers skillfully encourage in students a willingness to use English, even though they may make mistakes. Teachers know language is learned through approximation of standard usages and making mistakes is an integral part of language learning; however, they are able to identify specific errors that do not necessarily disappear over time without instruction and offer students effective feedback. Teachers know when to model language forms, when to ignore language errors, and when to correct students explicitly and in culturally responsive ways.

Accomplished teachers use simple, specific, clear, and consistent feedback that students of diverse backgrounds can understand and use to improve their English language proficiency. Teachers provide feedback in a timely manner, supplement it with additional instruction as needed, and monitor students' responses to feedback. Accomplished teachers are carefully attuned to evidence that reflects students' emerging capacities to monitor and self-correct language as they attempt new constructions and convey new meanings in English.

Accomplished teachers recognize errors common to students of diverse primary languages and varying English proficiency levels. Teachers realize that English language learners often make errors related to over-generalization that nevertheless indicate their learning of English. For instance, they might state, "He goed to the store." Teachers also recognize that some students—many born in the United States—who have not demonstrated sufficient progress learning English might require sustained feedback, focusing on specific language features that have ceased to develop. These features might include noun plurals, subject-verb agreement, verb tense, modal auxiliaries, compound-complex sentences, articles, or fixed expressions, such as *on the one hand* and *on the other hand*. Teachers provide students opportunities to benefit from feedback focused on these errors.

## Encouraging Students to Become Independent Learners

Accomplished teachers guide students as they become independent learners by teaching learning strategies that foster language development and subject matter mastery. Teachers know that intellectually active students are successful learners. Therefore, they offer students clear explanations, explicit modeling, and guided practice in techniques used by strategic learners, such as how to navigate textbooks, maintain organization, and use reference materials, including those on the Internet. As a result, students take ownership of strategies and apply them independently to improve their knowledge of language. Teachers recognize that such strategies empower students to succeed academically by giving them confidence to recognize their needs, cultivate their strengths, and undertake the challenges of English language learning.

## Incorporating Assessment

Accomplished teachers recognize that assessment is a continuous cycle in which assessment of learning informs instruction, while instruction informs assessment. They infuse effective assessment strategies throughout their instruction. (See [Standard VII—Assessment](#).)

## Reflection

Accomplished teachers continually analyze their instruction—evaluating objectives, lesson plans, timing, classroom management practices, and classroom environments in terms of student learning and development. Teachers further critique success in planning, preparing for, and delivering instruction by reflecting on their knowledge of students, culture, second language acquisition, content-area curriculum, and of the English language. To enhance students' simultaneous access to academic content and English language learning, teachers reflect on the learning environments they create and on their use of instructional resources. Teachers observe students' progress in acquiring specific features of language, and, upon reflection, build connections between students' current levels of knowledge and their functioning at more sophisticated levels of performance. Teachers also reflect on the degree to which their instruction communicates high expectations and fosters student success.

# Standard VII

## Assessment

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*Accomplished teachers of English language learners employ a variety of practices to assess their students appropriately. They use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.*

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Accomplished teachers of English language learners view assessment as an integral part of instruction benefiting both the student and the teacher. While recognizing an obligation to prepare students for high-stakes assessments, teachers know that assessment of student understanding and progress is a daily, informative process at the heart of student-centered teaching, and they are adept at using multiple evaluation methods to interpret student understanding and use of language. Teachers employ assessments for a variety of purposes. For example, teachers use assessments to determine appropriate placements of students in an English language proficiency level for instruction. They use content-based assessments and students' self-assessments to monitor students' learning and to inform instruction. In addition, teachers use assessments to determine appropriate services for students who may have special needs, including those identified as gifted and talented. As appropriate, teachers communicate assessment results clearly and regularly to students, families, professional colleagues, and community members.

### Variety in Assessment Techniques

Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies, both formal and informal, and use them to gauge students' progress. Teachers know that linguistically and culturally diverse students often have skills that will not emerge in unfamiliar or uncomfortable settings or during certain evaluations. Teachers address the potential for cultural bias in assessment materials and practices when evaluating their validity. Teachers, therefore, do not rely on any single method of measuring student achievement. They frequently give students opportunities to demonstrate progress in a variety of ways that traditional assessments might inhibit. Teachers understand, for example, that performance-based assessments may have special utility for linguistically and culturally diverse learners. Teachers might provide students with opportunities to display their knowledge through authentic assessments that measure student progress in real-world contexts. Teachers know under what circumstances to assess students in their primary language, and they secure the appropriate resources to do so. Teachers also recognize that students at beginning levels of English language

proficiency are sometimes hesitant to respond verbally to questions posed in the classroom, and therefore, at times, arrange for students to confirm their understanding in ways that do not require public oral responses. For example, teachers might ask students to point to depictions of objects or scenes teachers describe, draw pictures indicating their understanding of words, or follow verbal directions while writing on the board. When appropriate, teachers create their own tools for assessment that might incorporate students' daily class work, artwork, or exhibits, and might feature a wide range of technological enhancements. Assessments for elementary school students, for instance, might include dramatic performances in which students interpret or reenact stories. A teacher might ask high school students studying media to examine propaganda in television commercials, discuss similarities and differences among advertisements analyzed by classmates and, as a group, write and film a new commercial showcasing specific propaganda techniques. Teachers seek good matches among students' abilities, instructional goals, and assessment methods, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

## Initial Placement Assessment

Accomplished teachers know how to analyze and interpret assessment data, teacher observations, and other information to determine students' appropriate placement in an English language proficiency level and to ensure that students receive instructional services that meet their needs. Teachers work with other professionals to confirm that English language learners are placed in appropriate content-area courses that enable them to succeed in school and allow high school students to earn credits toward graduation. Teachers pay particular attention to students' development in each of the five language domains. Teachers may recommend additional assessments to confirm a student's proficiency level, and, as necessary, may recommend changes in instructional services.

Accomplished teachers understand the value of assessing students in their primary languages at the time of their initial enrollment in school. Even if they do not speak the student's primary language, teachers know that assessment data in the primary language can provide valuable information regarding a student's literacy level. When no formal primary language assessment is available, teachers devise informal ways to ascertain a student's level of reading and writing in the primary language, such as having the student write about a picture. Teachers may advocate for students to be assessed in their primary language in such areas as mathematics to verify proper placement in content classes based on students' knowledge of the subject rather than solely on proficiency in English.

## Assessment to Guide Instructional Practice

Accomplished teachers, sometimes with the assistance of students, set high yet realistic goals using assessments meaningful to the academic, social, and motivational needs of their students. To achieve these goals, teachers construct formative and summative assessments. Informal, formative assessments can be

as simple as comprehension checks or listening and reading comprehension tests, whereas summative assessments include end-of-unit tests or cumulative projects. Teachers might incorporate online quizzes that are automatically graded and provide immediate feedback to allow students and teachers to reflect on student progress and plan future lessons. Student portfolios might serve simultaneously as formative and summative assessments. As a formative assessment, a portfolio might help both the teacher and the student determine how to strengthen the learning process; as a summative assessment, a portfolio could establish insight about a student's language proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

Accomplished teachers regularly assess students' language performance to gain perspectives on their ability to apply newly learned language skills in a variety of settings and to guide decisions about how to proceed with instruction. Teachers may tailor assessments to the linguistic needs of varied populations of English language learners. They monitor students' readiness to grasp new ideas and their ability to use language fluently and accurately to communicate understanding. Teachers note and analyze both the form and content of students' responses and the processes by which they approach tasks, solve problems, and synthesize and evaluate knowledge. When appropriate, teachers assess students' knowledge of the foundational components of English and content-specific language, and they use assessment data to help students access content-area information. Teachers evaluate the willingness of their English language learners to take risks with new vocabulary, grammar, and discourse structures. In assessing students' writing, for example, teachers might evaluate students' ability to use complex clauses, academic word families, transition words, and larger rhetorical structures. Accomplished teachers might collaborate with content teachers to create or use available content-area assessments, both formal and informal, to assess English language learners at diverse proficiency levels. They might also encourage the use of primary language assessments, as appropriate. On the basis of their findings, teachers anticipate how to proceed with individual students as well as with groups as a whole.

The information teachers gather through assessment allows them to reflect on the effectiveness of their instruction; teachers design, implement, and assess their instructional programs in a cycle of instruction, review, modification, and evaluation. Effective assessments indicate when teachers should move forward with instruction, when they should refine instruction or re-teach, and when they should provide students with additional exposure to language and opportunities to use language meaningfully. This continual examination of instruction enables teachers to maximize student learning.

### ***Assessment of Student Progress in the Five Language Domains***

Accomplished teachers develop and use appropriate instruments to assess students' facility with specific language features in the five language domains of listening, speaking, reading, writing, and visual literacy. Teachers then monitor students' ability to incorporate these features into their language use, and they routinely provide feedback to students about their progress. Teachers implement

specific techniques to evaluate students' work and performance and to record assessment information.

### **Listening**

Accomplished teachers select and implement listening assessments appropriate to students' English proficiency levels. Teachers assess the ability of students at beginning levels of English proficiency to understand sounds and spoken words and phrases; to understand reduced forms of daily speech such as *gonna*, *wanna*, or *kinda*; to answer inferential questions; and to recognize important facts and take notes from short discussions on a variety of topics. At more advanced levels, students respond to listening passages of increasing length and complexity. Teachers might use texts that ask students with beginning levels of English proficiency to recognize pictures that correspond to spoken words or phrases, to respond physically to directions, and to listen to narratives with accompanying illustrations and then retell what occurs. Teachers might ask students at advanced levels of English language proficiency to listen to a range of topical materials, such as broadcasts of great speeches by United States presidents or other popular leaders, as well to listen to debates and political forums.

### **Speaking**

Accomplished teachers systematically assess students' oral language development through structured conversations or formal assessments. Examples of appropriate assessments for students with beginning levels of English language proficiency might include oral cloze tasks or picture-sequencing activities which ask students to discuss the arrangement of pictures portraying a sequence of actions. Appropriate assessments at intermediate levels of English language proficiency might have students explain the steps to a familiar process or describe the events of a significant occurrence. To determine the language proficiency of students who have developed oral fluency, teachers might use a class-created rubric to assess students' knowledge and use of word prefixes, inflectional endings, modal auxiliaries, pronoun references, and transition words in skits or presentations.

### **Reading**

Accomplished teachers assess students' reading abilities at frequent, designated intervals. Early in the school year, for example, teachers might administer assessments to determine young students' knowledge of how to use printed materials, of beginning and ending sounds, of rhyming words, and of word concepts. For older students, teachers might assess students' decoding skills; oral fluency; knowledge of vocabulary, including morphology; and reading comprehension. Assessment of reading comprehension might include students' knowledge of the structure of diverse types of texts, both fiction and nonfiction, and of literary elements such as metaphor, as well as their ability to understand complex sentences and pronoun referents; to identify main and supporting ideas; to contrast fact and opinion; and to use inferences, summary, and analysis.

## Writing

Accomplished teachers assess students' writing to help English language learners produce their best writing and gain language proficiency. To assess the writing skills of English language learners and support their writing development, for instance, teachers might incorporate tasks that include prompts as well as relevant grammatical reminders, word banks to help students with lexical choices, discourse suggestions providing tips on rhetorical structure, or cloze activities that require students to fill in blanks with words that have been deleted from stories or other texts. Accomplished teachers, often along with their students, are adept at creating and using both holistic and analytic rubrics to evaluate students' writing. Teachers interpret writing assessment data in the context of their understanding of each individual student and their evaluations of the accomplishments of the class as a whole and adjust their instructional plans, pace, and objectives accordingly.

## Visual Literacy

Accomplished teachers assess students' ability to understand, analyze, and evaluate visuals for meaning, relevance, and context. They assess students' vocabulary, grammar, and discourse in speech and in writing when interpreting the visual, and their ability to produce or use visuals appropriate to purpose and audience. Teachers are mindful of students' English language proficiency when assessing visual literacy. During a shared reading lesson, for example, early childhood teachers might invite students to choose illustrations from a story to predict what happens next. To assess students' personal and critical responses to visual representations, secondary teachers might ask students to view a series of images and use a concept map to communicate the underlying meaning and intent of the images.

## *Substantive Feedback to Students*

Because accomplished teachers know that well-stated and appropriate feedback can boost students' confidence and inspire their commitment to learning, they provide clear, timely, and constructive feedback to students, reinforcing students' growth, highlighting their improvements, and celebrating their accomplishments. Teachers affirm for students that feedback is both helpful and necessary to learning a new language. Teachers who identify misconceptions and gaps in students' knowledge of academic language, for example, might work with students to determine a course of action for improvement that incorporates a logical progression of manageable instructional steps. In the teaching of writing, rather than addressing a wide spectrum of tasks, a teacher might stress specific skills on which a student needs to focus, such as subject-verb or pronoun-referent agreement, the proper placement of adjectives and use of articles, or the construction of plurals and question forms. Teachers acknowledge the benefits of the judicious use of well-structured peer evaluations and instruct students on how to assist classmates with assessment and feedback. For example, a teacher might acquaint students with the purposes and practices of peer feedback by showing a video of students working in collaborative groups, asking students to analyze the language skills they observe, and introducing rubrics or checklists students then use constructively to critique their classmates' language

learning. Teachers recognize that purposeful feedback, one component of a range of effective assessment strategies, provides students with important perspectives on their own language learning.

## **Student Self-Assessment**

Accomplished teachers encourage students to set high goals for themselves and teach them how to evaluate their own progress toward English language acquisition. Teachers know that developing their students' capacity for self-assessment enhances students' decision-making skills; promotes their ability to discern connections between classroom activities and real-world experiences; and fosters their growth as independent, reflective learners of English. Knowing that student self-assessment elicits valuable information that teachers can use to make instructional decisions regarding students' English language development, accomplished teachers provide individual and group feedback that models language skills students need to self-assess and self-correct and guides them in adjusting their learning strategies. Teachers, for example, might instruct students in creating their own rubrics to evaluate specific aspects of English. Teachers clearly communicate their expectations for students' language learning so that students can judge how well their work meets those expectations. Teachers therefore help students define and understand their linguistic progress and motivate students to take responsibility for their own language learning.

## **English Language Proficiency Assessment**

Accomplished teachers understand the purpose of proficiency assessments with regard to current local, state, and federal guidelines for monitoring the progress of students' English language development. Teachers collect and analyze data from formal sources. They know how to examine such assessment instruments critically and understand their uses and limitations in the practice of informed teaching. Teachers are knowledgeable about the psychometric properties of standardized tests when administered to English language learners, including large-scale, content-based assessments; academic language proficiency assessments; reading placement tests; and formative instructional assessments. Teachers are also involved in interpreting language proficiency assessment results as they pertain to the reclassification of students' English language proficiency. Aware of which students may be ready to exit language support programs, teachers carefully monitor these students' language proficiency assessment results. Teachers collaborate with content teachers, guidance counselors, and others to share current information when students are reclassified as no longer in need of language support. If reclassified, students are eligible for accommodations on state content-area tests; as necessary, teachers advocate for these students to receive appropriate accommodations.

## **Standardized Content Assessment**

Accomplished teachers work collaboratively with school staff to confirm the eligibility of English language learners to participate in content-area assessments

and ascertain that students are assessed fairly. Teachers understand test validity and reliability and are able to explain to colleagues how these concepts relate to the unique features of evaluating English language learners. Additionally, teachers examine content-area assessments in collaboration with content teachers to determine where students might have difficulties and to identify key words that English language learners need to know.

Understanding the influence accommodations have on student outcomes and on test reliability, teachers of English language learners collaborate with content-area teachers, educational specialists, counselors, and others to ensure that students have accommodations that address their needs without compromising an assessment's validity. Teachers are aware of current research on the efficacy and appropriateness of accommodations on assessments as well as state and local policies regarding accommodations available to their students. Teachers therefore collaborate with colleagues to select testing accommodations. For example, they recognize the inappropriateness of providing bilingual dictionaries as an accommodation for students not literate in their primary language and suggest other appropriate accommodations.

## **Assessment for Special Purposes**

Accomplished teachers make certain that English language learners receive appropriate assessment and identification for a variety of programs and services and advocate for the proper assessment and placement of all students. Teachers ensure that they are part of the early intervention process when a student is in need of academic intervention. In advocating for appropriate referrals for English language learners, teachers adhere to local, state, and federal guidelines concerning the assessment of students with special needs. Teachers help administer and monitor the efficacy of interventions for students at risk of academic difficulties. After academic interventions are fully administered and monitored, teachers work as part of a team to determine whether students should be assessed for special services, recommending assessment in primary languages as appropriate. They advocate for the fair assessment of their students regarding placement in special education and ensure that the analysis of assessment results reflects their students' status as English language learners.

Furthermore, teachers advocate for their students to receive access to gifted and talented programs. Accomplished teachers realize that English language learners may be underrepresented in gifted and talented education, and they assist in identifying potential students for such programs, helping colleagues recognize when an English language learner makes extraordinary academic progress that might not be immediately noticed because of limited language proficiency. When students are considered for special needs placement, including gifted education, teachers collaborate with other professionals at their school to provide insights on students' progress in the acquisition of English. They advise colleagues about such background variables as the student's level of proficiency in the primary language, amount of prior formal education, and cultural factors that might affect learning. In all

cases, teachers advocate for appropriate actions to meet their students' needs as English language learners.

## Substantive Assessment Information for Families and Others

Accomplished teachers are skilled at presenting, summarizing, and interpreting assessment data from a range of evaluative tools in meaningful and valid ways to various audiences, ensuring that all information is clear, understandable, and connected to instructional goals. Teachers use assessment results to provide frequent, specific information to professional colleagues, families, school officials, and other decision makers about each learner's progress and performance. To that end, teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs. Teachers communicate assessment information to families, for instance, about students' accomplishments, successes, and needs for improvement as well as ways to attain higher goals. They elicit parents' insights about their children's interests and ways to motivate them, and teachers respond thoughtfully and thoroughly to parents' concerns. Teachers know that such efforts encourage involvement and promote family input into the educational process by providing families with opportunities to evaluate program effectiveness and to help determine future directions for improved instruction. (See [Standard III—Home, School, and Community Connections](#).)

## Reflection

Accomplished teachers reflect on their strong foundation in assessment, as it applies to language testing, and their use of all available assessment data to inform daily classroom activities and provide students with access to content and educational opportunities. Teachers reflect on multiple evaluation methods to interpret student understanding and use of language and choose those evaluation methods that provide the most valuable information about students' learning and English language development. Teachers reflect on the effectiveness of their instructional decisions, using information gathered from students' progress and from lessons to set high, worthwhile goals for student language and content learning and to design instructional strategies appropriate to students' needs. Accomplished teachers think carefully about the best ways to provide clear communication to students, parents, colleagues, and the educational community regarding the purposes and results of assessments.

# Standard VIII

## Teacher as Learner

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*Accomplished teachers of English language learners are passionate about their field and consistently engage in the process of professional growth. Teachers thoughtfully evaluate their learning and apply it in their practice to maximize student success.*

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Accomplished teachers of English language learners distinguish themselves by demonstrating a capacity for ongoing, analytical self-examination; willingness to try new approaches to improve their instruction; and a readiness to change in order to grow as teachers and learners. Strongly committed to lifelong learning, teachers participate in a wide range of reflective practices and consider reflection central to their responsibilities as professional educators.

### Professional Growth and Development

When making relevant choices for professional growth, accomplished teachers seek knowledge about their students' cultures, primary languages, and communities to develop effective ways to serve diverse populations of English language learners. Teachers readily acknowledge their students as the best resources for enhancing their knowledge of students' primary languages and cultures. Teachers take into account the best practices for developing students' English language proficiency and academic knowledge. Teachers consider the full range of English language learners, including those who have substantial gaps in their formal education as well as those who have not reached proficiency in academic English despite having lived in the United States for years. Motivated by observations of their students, research findings, and a desire to equip students for future challenges, teachers regularly examine students' development of English and ability to achieve in content learning, and they apply this knowledge to their instruction.

Accomplished teachers set personal and professional goals that include a range of professional development activities and structured, continuing education opportunities relevant to teaching English language learners. Because the study of language acquisition is constantly evolving, teachers seek information both in person and online concerning current evidence-based theories and research and use this knowledge to improve their instruction. Their professional development might include critiquing published research related to English language development or undertaking advanced coursework that provides targeted attention to second language development and cultural studies. Understanding the value of using their students' primary languages and of experiencing their cultures, accomplished teachers

might seek opportunities to travel or teach abroad. As participants in professional organizations, teachers contribute to a cadre of educators dedicated to improving the language proficiency of English language learners. They critically reflect on their own classroom practices and monitor and analyze the progress of English language learners in order to study patterns of success and failure and to identify dropout risk factors and to develop strategies to prevent students from leaving the educational system. Teachers of English language learners work with teachers across grade levels to analyze student performance on grade-level assignments and on tests of English language proficiency in order to track student progress in learning across language domains and construct systematic, seamless transitions for students between grade levels.

Accomplished teachers stay abreast of relevant technological advancements to assist instructional planning and delivery and to examine the effectiveness of lessons. Teachers avail themselves of technology to update their own knowledge; to assist their planning, assessment, and research; and to communicate and collaborate with colleagues to improve instruction and enhance professionalism. They analyze the relative merits of pedagogical approaches and judge their appropriateness when making curricular and instructional decisions pertaining to technology. They reflect on their use of technology to maximize English language learners' exposure to, use of, and interest in academic English. As a result, teachers create and incorporate meaningful learning activities that integrate technology into their instruction, empowering English language learners to participate successfully in real-life interactions with others and to succeed in school.

## Reflection

Accomplished teachers reflect on their own capacity for continual, analytical self-examination; willingness to try new approaches to improve their instruction; and their readiness to change in order to grow as teachers and as learners. To develop and implement effective strategies to serve diverse populations of English language learners, teachers continuously seek new ways to expand knowledge of their students' cultures, primary languages, and communities. The ongoing reflection of accomplished teachers guides their personal and professional growth and adds substance and vitality to their practice.

# ***Standard IX***

## ***Professional Leadership and Advocacy***

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***Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students.***

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Accomplished teachers of English language learners function as leaders of professional teaching and learning communities. They assume responsibilities that extend beyond their classrooms, including school leadership roles as advocates for a welcoming learning environment in which all staff members are responsible for the language growth and academic success of students.

### **Collaborating with Colleagues to Improve Student Learning**

Accomplished teachers are integral members of a community of teachers and learners in which collaboration allows them to forge connections across disciplines that strengthen students' achievement. Teachers are committed to continuing the professional development of their peers and contribute to the quality of their peers' practice by acting as resources for colleagues who strive to become more knowledgeable about meeting the needs of English language learners. Teachers provide leadership and information on ways to facilitate students' growth in English language learning as well as their academic success. Teachers share research findings about English language learners with colleagues to help other educators identify and activate students' existing knowledge and to encourage appropriate instructional practices. Accomplished teachers assist content-area teachers in understanding that language barriers can make lessons inaccessible and assessments invalid for English language learners. They might provide advice for adjusting terminology and oral language use or demonstrate how to modify texts, assignments, and assessments to assist students in accessing academic content and learning English. A teacher might help content-area colleagues understand the importance of identifying essential vocabulary that all students must learn. For example, teachers might help a colleague teaching science realize how knowledge of basic terms like increase and decrease can aid an English language learner in successfully conducting an experiment.

With the goal of contributing purposefully to professionalism in their schools, accomplished teachers readily take advantage of opportunities to educate colleagues regarding misconceptions about English language learners. Teachers, for instance, raise their colleagues' awareness of questionable assumptions about what

commonly occurs in the home environments of English language learners, where time, space, or materials to complete schoolwork might not be available or where certain assignments, such as independent science projects, might be unfamiliar to anyone in the family.

Assuming the responsibility of professional leadership, accomplished teachers are skilled at working harmoniously and effectively with their colleagues and reap the benefits of such professional collaboration. Teachers initiate informal discussions both in person and electronically; share materials and expertise with their peers; collaborate with colleagues to design, improve, and evaluate academic programs and professional development plans; and recommend ways to involve families in their children's education, such as inviting family members to act as guest speakers or to serve on evaluation and advisory committees. Teachers serve as peer coaches or master teachers, mentoring student teachers, new teachers, and experienced colleagues. Teachers are available to observe their colleagues' teaching, and, in turn, invite colleagues to observe and evaluate their teaching as a means of improving instruction. Teachers might invite others to comment on the quality of feedback provided to students on written work, for example, or examine the strengths and weaknesses of their lesson plans, instructional units, or teaching materials. To enhance instruction, teachers might recommend or develop programs to better serve the diverse needs of students. Teachers might be integral members of peer-coaching groups in which colleagues analyze and critique lessons observed at various times during the year. Teachers understand that taking on professional leadership roles improves their own effectiveness as teachers, expands their knowledge of students, deepens their understanding of how their field relates to others, contributes to the knowledge and skills of other teachers, improves the school's instructional programs, and fosters the success of all students.

## **Advocating for English Language Learners**

Accomplished teachers challenge misconceptions about English language learners, arbitrary requirements, inappropriate curricular and assessment assumptions, cultural misunderstandings, and other factors that may limit their students' achievement. They do so in ways that have a positive impact on their individual students and learning communities. Teachers ensure that valid assessments, placements, and referral procedures occur so that English language learners receive appropriate and equitable services. Teachers know and disseminate information regarding local, state, and federal mandates and accommodations to which students are entitled. They advocate for their students' admission to special programs, such as those for gifted and talented students, and they argue against inappropriate placements in compensatory or remedial programs. Teachers recommend, and, when possible, help establish new programs, courses, and curricula to build on the knowledge, skills, and interests that English language learners bring to school, addressing students' individual needs and fostering their positive self-image. Teachers also advocate for equal access to extracurricular activities and enrichment programs. A teacher, for example, might consult with colleagues about facilitating the inclusion of English language learners in school events and encourage students to participate

in school clubs or activities in which they can share experiences, display their talents, teach others about their cultures, and develop leadership skills.

Accomplished teachers know that lack of knowledge about English language learners and lack of resources in schools can result in insufficient or inequitable access to educational opportunities and related services. Teachers promote the value of multilingualism and multiculturalism and advocate for the effective use of primary languages in instruction. They support programs in which students learn primary languages and English simultaneously, encouraging students to become multilingual and multicultural. Teachers recommend the inclusion of diverse language materials in media centers, clarifying for colleagues the positive impact such resources have on student learning. Teachers advocate for students' access to technology and seek resources from the school and the community to make technological resources available to students. Teachers may train support personnel working with multilingual and multicultural students and their families and collaborate with staff and community members to identify and train interpreters. Teachers advocate for the civil rights of English language learners and know how and when to question convention, tradition, and innovation, thereby supporting practices that help all students succeed and enhancing respect for the distinctive needs and contributions of English language learners.

Accomplished teachers advocate for students and their families to ensure that their voices are heard. Because linguistically and culturally diverse learners and their families are often newcomers to the United States and members of minority groups who lack proficiency in English and familiarity with U.S. schools, teachers engage families in practices that empower them to become advocates for their children. (See [Standard III—Home, School, and Community Connections.](#))

## Preparing for the Future

Accomplished teachers stay abreast of national and international political, social, and natural events which might influence the demographics of their schools and classrooms. They anticipate the impact of these events so they can prepare themselves, their colleagues, and their communities for new and different responsibilities they will need to put in place to meet students' needs. Accomplished teachers know and understand statistical data and research findings related to English language learners and can disseminate this information effectively. Teachers, for instance, can analyze and discuss disaggregated data including, for example, graduation rates, attendance reports, standardized test scores, and grades in content classes; and they understand the implications for their instructional settings.

Accomplished teachers of adolescents prepare students for postsecondary opportunities by providing them with detailed information about college and employment that English language learners and their families might lack. Teachers, for example, might provide students with specific information regarding college entrance requirements, scholarships, and loans and apprise students of the timelines and procedures involved in completing college and employment applications. Teachers

might send materials home with relevant information or communicate directly with families. They might teach students the characteristics of effective personal statements for college admission applications and resumes, instructing students in the writing skills needed, and offering their expertise as editors. They might assess instructional offerings in their schools or communities and advocate for courses of study that support students and their families in achieving college and employment goals. In their efforts to inform students and their families about postsecondary educational opportunities, teachers might collaborate with higher-education faculty to encourage English language learners to contemplate future educational possibilities.

## Contributing to the Advancement of the Profession

Accomplished teachers understand that putting themselves in positions of public advocacy signifies a commitment to professional growth that contributes to student learning. Teachers, therefore, regularly contribute to the improvement of teaching English language learners. Some teachers publish journal articles or develop and participate in electronic presentations and discussion groups. To benefit instructional programs and the field, teachers may acquire grants or initiate professional development activities. Teachers seek opportunities to collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs, action research projects, and in the supervision of student teachers or interns. Teachers serve on regional or district committees to represent the needs of English language learners when decisions are made regarding changes in curriculum and in instructional and assessment materials, as well as changes regarding professional development. They are members of professional organizations where they might make presentations at conferences; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; or participate in efforts to address and solve policy issues. Teachers might appear before educational decisionmakers or serve on task force committees and evaluation teams at local, state, regional, or national levels. They promote educational opportunities for their students by advocating for local, state, and federal funding of programs that advance instructional programs and services for English language learners. Teachers take leadership roles within the profession, sharing their accumulated knowledge and skills and strengthening the practices of all teachers.

## Reflection

Accomplished teachers consistently reflect on their own professional leadership and advocacy, examining how their collaboration with colleagues benefits English language learners both inside and outside the classroom and improves the learning environment in their schools. As advocates for English language learners, teachers analyze what they do to bring about equitable access to educational opportunities and sufficient services for all their students, using their conclusions to guide continued efforts. Teachers think critically about their professional contributions outside their classrooms and schools, and they consider how these activities affect student learning, their practice, and the profession.

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# Acknowledgments

*English as a New Language Standards, Second Edition*, derives its power to describe accomplished teaching from an amazing degree of collaboration and consensus among educators from the field. Through the expertise and input of two standards committees; numerous reviews by the board of directors; and two periods of public comment by educators, policymakers, parents, and the like, as well as through the intense study of candidates for National Board Certification who have immersed themselves in the first edition, these second-edition standards emerge as a living testament to what accomplished teachers should know and be able to do. *English as a New Language Standards, Second Edition*, represents the best thinking by teachers and for teachers about advanced teaching practice in the field.

The National Board for Professional Teaching Standards (NBPTS) is deeply grateful to all those who contributed their time, wisdom, and professional vision to *English as a New Language Standards, Second Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2009, NBPTS convened a second English as a New Language Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work but modifying the standards to reflect best practices of the early twenty-first century. The English as a New Language Standards Committee exemplified the collegiality, expertise, and dedication to the improvement of student learning that are hallmarks of accomplished teachers. Special thanks go to committee chairs, Margaret Golibersuch, NBCT, and Candace Harper, for their invaluable leadership in making the second edition a reality.

A debt of gratitude is owed to the original committee, which debated, reflected, and articulated the multiple facets of accomplished teaching in English as a new language to advance the field and to provide a rigorous and sound basis for national certification of teachers. In particular, the National Board appreciates the leadership of Dean Stecker, Chair, and Victoria Wei Jew, Vice Chair, who skillfully led the effort to weave the National Board's Five Core Propositions into field-specific standards of teaching excellence.

The work of the English as a New Language Standards Committee was guided by the NBPTS Board of Directors. The National Board Certification Council was instrumental in selecting the standards committee, reviewing the current edition of the standards, and recommending adoption of the standards to the full board of directors. Stakeholders from disciplinary and policy organizations, teacher associations, and higher education provided insight into the current status of the field and recommended members for the committee. Writers Kent Harris and Kim Worth, NBCT, and staff members Joan Auchter, Lisa Stooksberry, Mary Lease, NBCT, and Emma Parkerson supported the committee in their task.

In presenting these standards for accomplished English as a new language teachers, NBPTS recognizes that this publication would not have evolved without the considerable contributions of many unnamed institutions and individuals, including the hundreds of people who responded to public comment. On behalf of NBPTS, we extend our thanks to all of them.

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# Component I



# *Early and Middle Childhood/ English as a New Language*

## Component 1: Content Knowledge

## **SAMPLE ITEMS AND SCORING RUBRICS**

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## Overview

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This document provides information about the Early and Middle Childhood/English as a New Language (EMC/English as a New Language) Component 1 computer-based assessment. It includes sample assessment center selected response items and answer key, constructed response exercises, and the scoring rubric used to assess each constructed response exercise.

**Note:** This document is intended for EMC/English as a New Language candidates who selected Path 2: English Language Development Specialist. If you selected Path 1, you must refer to the Component 1: Content Knowledge Sample Items and Scoring Rubrics for the path you selected (Early or Middle Childhood Generalist).

### Component 1: Content Knowledge

Component 1: Content Knowledge is a computer-based assessment requiring candidates to demonstrate knowledge of and pedagogical practices for their teaching content area. Candidates must demonstrate knowledge of developmentally appropriate content, which is necessary for teaching across the full age range and ability level of the chosen certificate area.

### EMC/English as a New Language Component 1 Computer-Based Assessment

In the EMC/English as a New Language Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

#### EMC/English as a New Language Standards Measured by Selected Response Items

The EMC/English as a New Language selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Knowledge of Culture and Diversity (Standard II)</b> <ul style="list-style-type: none"><li>• Knowledge and Understanding of Culture and Diversity</li><li>• Culturally Responsive Learning Environments</li><li>• Student Advocacy</li></ul>	20%

<p><b>Knowledge of the English Language (Standard IV)</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Speaking</li> <li>• Reading</li> <li>• Writing</li> <li>• Phonology</li> <li>• Vocabulary</li> <li>• Grammar</li> <li>• Discourse</li> <li>• Social English Language</li> <li>• Academic English Language</li> </ul>	<p>25%</p>
<p><b>Knowledge of English Language Acquisition (Standard V)</b></p> <ul style="list-style-type: none"> <li>• Language Exposure</li> <li>• Language Awareness</li> <li>• Interaction and Practice</li> <li>• Interdependence of Language and Content</li> <li>• Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy</li> <li>• Explicit Instruction</li> <li>• Instructional Feedback</li> <li>• Language Transfer</li> <li>• Educational Background</li> <li>• Culture and Socioeconomic Variables</li> <li>• Age and Length of Time in the United States</li> <li>• Other Factors Affecting Language Development</li> <li>• Myths and Misconceptions about English Language Acquisition</li> </ul>	<p>40%</p>
<p><b>Assessment (Standard VII)</b></p> <ul style="list-style-type: none"> <li>• Variety in Assessment Techniques</li> <li>• Initial Placement Assessment</li> </ul>	<p>15%</p>

\* These percentages are an approximation only.

For the complete EMC/English as a New Language Standards, refer to [www.nbpts.org/national-board-certification/candidate-center/](http://www.nbpts.org/national-board-certification/candidate-center/).

### EMC/English as a New Language Constructed Response Exercises

The EMC/English as a New Language constructed response exercises assess the following:

- **Exercise 1: Domains of English Language Development**  
In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.

- **Exercise 2: Linguistic Structure of English**  
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.
- **Exercise 3: English Language Acquisition**  
In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/English as a New Language Component 1 scoring rubric is derived from the EMD/English as a New Language Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

## Inside This Document

This document includes the following two sections: [“Sample Selected Response Items and Answer Key for EMC/English as a New Language Component 1”](#) and [“Sample Constructed Response Exercises and Scoring Rubrics for EMC/English as a New Language Component 1.”](#)

### Selected Response Section

This section includes the following:

- sample selected response items
- answer key

### Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

## Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

# Sample Selected Response Items and Answer Key for EMC/English as a New Language Component 1

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This section includes

- **sample selected response items** to help you become familiar with the content and format of the items on an actual computer-based assessment.

Although this section illustrates some of the types of items that appear on the assessment, note that these sample items do not necessarily define the content or difficulty of an entire actual assessment.

Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- an **answer key**.

## Sample Selected Response Items

Standard II. Knowledge of Culture and Diversity

1. At the beginning of the school year, an ENL teacher is assigned to a new elementary school with students from a variety of cultures. The teacher wants to learn as much as possible about students' backgrounds. The teacher would best accomplish this goal by asking each student to:
  - A. label his or her place of birth on a class map.
  - B. create an identity collage to share with the class.
  - C. complete a graphic organizer with facts about his or her country of origin.
  - D. bring a favorite traditional family dish to share with the class.

## Standard II. Knowledge of Culture and Diversity

2. Which of the following scenarios best reflects an ENL teacher who establishes a culturally responsive learning environment?
  - A. An ENL teacher allows ENL students' choice in various instructional settings, such as self-selecting group members and research topics, so that she minimizes the risk of causing students to violate social or religious taboos.
  - B. An ENL teacher reads about nuances between cultures and understands that learning styles may be culturally influenced, so he applies different academic learning standards to students from different cultures.
  - C. An ENL teacher carefully regulates student interactions because she recognizes that ENL students will most likely succeed academically if they can learn the behaviors and customs associated with the school culture.
  - D. An ENL teacher regularly makes mixed-gender learning groups because he believes it will benefit some ENL students who did not have opportunities to work with peers of the opposite gender in their home countries.

## Standard IV. Knowledge of the English Language

3. A sixth-grade ENL teacher wants to help beginning-level students improve their listening comprehension skills. The most effective strategy to accomplish this objective would be to:
  - A. teach students different ways to ask the speaker for clarification.
  - B. give students an electronic translator to look up unknown phrases.
  - C. instruct students to maintain eye contact with the speaker.
  - D. give students a written transcript of daily class lessons.

## Standard IV. Knowledge of the English Language

4. An elementary ENL teacher provides training to classroom teachers in the difference between everyday conversational vocabulary and academic vocabulary, including providing them with lists of general academic vocabulary that students are typically expected to know by various grade levels. The ENL teacher's actions are likely to promote the classroom teachers' ability to support the ENL students in their classrooms primarily by helping the teachers:
  - A. determine whether ENL students are meeting grade-level content-area learning standards.
  - B. identify which words in a lesson are most likely to require differentiated instruction for ENL students.
  - C. recognize whether a new academic word has a cognate in the ENL students' primary languages.
  - D. decide which vocabulary-learning strategies to demonstrate for ENL students.

### Standard V. Knowledge of English Language Acquisition

5. A fourth-grade ENL student is struggling to read and comprehend the text in a social studies class. Which of the following strategies would help lessen the language demand while building background knowledge so that the student can experience greater success in this class?
- A. designating a peer who is a native speaker of English with strong reading skills to read the text out loud to the student
  - B. providing the student with a graphic organizer, such as a five senses chart, to complete while reading the text
  - C. assigning supplemental reading to the student that relates to the text, such as a magazine or newspaper article
  - D. providing the student with a chapter summary in simplified English to read at home the day before introducing a new chapter in class

### Standard V: Knowledge of English Language Acquisition

6. An ENL teacher wants to teach the fifth-grade intermediate-level Spanish-speaking students the vocabulary term "lunar phases" when teaching a unit about the moon. What is the best approach to begin teaching this vocabulary term to the class?
- A. telling the class that they are going to talk about "phases of the moon," or "lunar phases"
  - B. having the students make a drawing of all the phases of the moon with the words "lunar phases" written at the top
  - C. teaching the class a song that includes all of the terms for the different lunar phases
  - D. writing the Spanish words "fase lunar" on the white board and "lunar phase" below it to show the class how they are similar.

### Standard VII. Assessment

7. The kindergarten teachers in an elementary school use a formative phonemic awareness assessment at key points in the year to monitor student progress in this area. The ENL teacher has been asked to adapt the assessment for a group of ENL students who speak a variety of languages. Which is the most appropriate modification for the ENL teacher to make to accommodate this group of students?
- A. providing English stimulus words that have sounds common to both ENL students' primary languages and English
  - B. administering the assessment in the ENL students' primary languages
  - C. using tasks that require ENL students to blend sounds to make words rather than segment words into sounds
  - D. reducing the number of assessment items ENL students need to complete

## Standard VII. Assessment

8. An elementary ENL teacher learns that a new ENL student has enrolled in school. The new student will be entering United States schools for the first time as a fourth grader. She has attended school in Honduras since kindergarten. The teacher would like to learn as much as possible about her academic knowledge and skills. Which of the following assessments would yield the most useful information about the student's academic strengths and weaknesses?
- A. an English proficiency assessment
  - B. a norm-referenced battery of content-area assessments in English
  - C. a Spanish proficiency assessment
  - D. a norm-referenced battery of content-area assessments in Spanish

### Answer Key to Sample Selected Response Items

Item Number	Correct Response
1	B
2	A
3	A
4	B
5	D
6	D
7	A
8	D

# Sample Constructed Response Exercises and Scoring Rubrics for EMC/English as a New Language Component 1

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This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

## Sample Exercise 1 and Scoring Rubric

### Sample Exercise 1

Standard IV. Knowledge of the English Language / Standard VI. Instructional Practice

Exercise 1: Domains of English Language Development - Candidate Name		⌚ Time Remaining 29:31
<b>Domains of English Language Development</b>		
<b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of domains of English language development to identify four strategies and/or activities that would enhance proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy). You will be asked to respond to one prompt.</p>		
<b><u>Criteria for Scoring</u></b>		
<p>To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:</p>		
<ul style="list-style-type: none"><li>• an accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in four of five domains (listening, speaking, reading, writing, and visual literacy); and</li><li>• an appropriate rationale for each strategy and/or activity.</li></ul>		
<b><u>Directions</u></b>		
<p>You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.</p>		
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<b>Exercise 1: Domains of English Language Development -</b>		 <b>Time Remaining</b>
<b>Candidate Name</b>		<b>29:31</b>
<b>Scenario</b>		
In their literature class, your fourth-grade English as a New Language (ENL) students are studying the book <i>Little House in the Big Woods</i> . The current chapter of their book is called Two Big Bears.		
<b>Text</b>		
Two Big Bears		
In the Big Woods the snow was beginning to thaw. Bits of it dropped from the branches of the trees and made little holes in the softening snow banks below. At noon all the big icicles along the eaves of the little house quivered and sparkled in the sunshine, and drops of water hung trembling at their tips.		
Pa said he must go to town to trade the furs of the wild animals he had been trapping all winter. So one evening he made a big bundle of them. There were so many furs that when they were packed tightly and tied together they made a bundle almost as big as Pa.		
You must address each of the following in your response.		
<ul style="list-style-type: none"><li>Given the scenario, identify and explain <b>four</b> strategies and/or activities that would support the development of students' proficiencies in <b>four</b> of the following five domains: listening, speaking, reading, writing, and visual literacy. Be sure to identify <b>one</b> strategy and/or activity for <b>each</b> of the four domains you have chosen, making specific reference to the text provided in this exercise.</li><li>For <b>each</b> of your chosen domains, give a rationale that supports the use of the identified strategy and/or activity.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

#### Characteristics:

- An accurate identification and thorough explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate and thoughtful rationale for each strategy and/or activity.

The **LEVEL 3** response shows *clear* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

#### Characteristics:

- An accurate identification and explanation of four strategies and/or activities that would support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- An appropriate rationale for each strategy and/or activity.

The **LEVEL 2** response shows *limited* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

**Characteristics:**

- A sketchy identification and explanation of four strategies and/or activities; strategies and/or activities may be unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales are loosely related to the strategies and/or activities.

The **LEVEL 1** response shows *little or no* evidence that the candidate has knowledge of four of five domains of English language development (listening, speaking, reading, writing, and visual literacy) and is able to identify strategies and/or activities that would enhance proficiencies in four of the domains.

**Characteristics:**

- An ineffective identification and explanation of four strategies and/or activities; strategies and/or activities are unlikely to support the development of students' proficiencies in listening, speaking, reading, writing, and/or visual literacy.
- Rationales, if provided, are unrelated to the strategies and/or activities.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard IV. Knowledge of the English Language / Standard VI. Instructional Practice / Standard VII. Assessment

<b>Exercise 2: Linguistic Structure of English - Candidate Name</b>	 <b>Time Remaining</b> 29:31
<b>Linguistic Structure of English</b>	
<b><u>Introduction</u></b>	
In this exercise, you will use your knowledge of the linguistic structure of the English language to analyze errors in a student work sample and to describe appropriate strategies for addressing the identified errors with the student described. You will be asked to respond to one prompt.	
<b><u>Criteria for Scoring</u></b>	
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:	
<ul style="list-style-type: none"><li>• an accurate identification of linguistic errors in a student response across the following four categories: phonology, vocabulary, grammar, and discourse; and</li><li>• a detailed description of specific strategies for addressing the identified errors with the student described.</li></ul>	
<b><u>Directions</u></b>	
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.	
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<b>Exercise 2: Linguistic Structure of English - Candidate Name</b>	 <b>Time Remaining</b> 29:31
<b>Definitions of Linguistic Terms</b>	
For the purpose of this exercise, these are the definitions of the linguistic terms:	
Phonology refers to the structure and systematic patterning of sounds in human language, the relationships between those sounds, and how those sounds correspond to graphemes.	
Vocabulary refers to word meaning and usage, including semantic features of individual words and groups of words, meanings of morphological parts of words, and semantic and pragmatic uses of words in specific discourse contexts.	
Grammar refers to the internal structure of words (morphology) and sentences (syntax) and the interrelationships among the internal parts of words and sentences.	
Discourse refers to language usage in extended communication, including pragmatic functions of language and features of spoken and written genres.	
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Exercise 2: Linguistic Structure of English - Candidate Name		 Time Remaining 29:31
<b>Scenario</b>		
<p>This response is from a nine-year-old Russian-speaking student. He has been identified as an intermediate-level English as a New Language (ENL) student. He has been asked to write a paragraph about what a gold miner does.</p> <p>The Gold Miner had a very ruff day lookin for gold? Ferst. he seeked more gold than other day. Latur he taked a shower aftur a hard day in the mine. Lest the miner finded a big meal at the dinur. "What a day! he yelld weth joy.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• In the student response cited, identify a total of <b>six</b> linguistic errors across the following <b>four</b> categories: phonology, vocabulary, grammar, and discourse. Be sure to identify at least <b>one</b> error in <b>each</b> of the categories.</li><li>• For <b>each</b> of the six linguistic errors you have identified, describe a specific instructional strategy that you would use with the student described in the scenario to address the identified errors.</li></ul>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

### Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- A detailed description of strategies that are specifically targeted to the identified errors and the needs of the given student.

The **LEVEL 3** response shows *clear* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

### Characteristics:

- An accurate identification of linguistic errors in the student response across the following four categories: phonology, vocabulary, grammar, and discourse.
- An accurate description of strategies that would address the identified errors and are appropriate for the given student, though the connection to the given student may not be explicitly stated.

The **LEVEL 2** response shows *limited* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

**Characteristics:**

- Identification of linguistic errors in the student response may be inaccurate or incomplete and may fail to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A sketchy description of specific strategies that would address the identified errors and the needs of the given student.

The **LEVEL 1** response shows *little or no* evidence of a broad knowledge of the linguistic structure of English and of the ability to analyze student errors and describe appropriate strategies for developing the student's English proficiency.

**Characteristics:**

- Identification of linguistic errors in the student response contains inaccuracies and/or is incomplete, failing to address the following four categories: phonology, vocabulary, grammar, and discourse.
- A description of specific strategies that would address the identified errors is absent or of minimal significance, and/or the strategies are inappropriate for the given student.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard I. Knowledge of Students / Standard V. Knowledge of English Language Acquisition / Standard VI. Instructional Practice

<b>Exercise 3: English Language Acquisition - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>English Language Acquisition</b>		
<b><u>Introduction</u></b>		
In this exercise, you will use your knowledge of English language acquisition to analyze a description of an English language learner and to describe appropriate strategies for enhancing the English language acquisition of the learner. You will be asked to respond to one prompt.		
<b><u>Criteria for Scoring</u></b>		
To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:		
<ul style="list-style-type: none"><li>• an accurate identification of factors that influence a learner's English language acquisition;</li><li>• an insightful and detailed explanation of the factors influencing the English language learner described; and</li><li>• a detailed description of appropriate strategies specifically targeted to the English language learner described, with thorough explanations of how these strategies will enhance the learner's English language acquisition.</li></ul>		
<b><u>Directions</u></b>		
You may view the prompt by clicking the <b>Next</b> button. Compose your response in the space provided.		
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<b>Exercise 3: English Language Acquisition - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Student Profile</b>		
This third-grade student is eight years old and attends a daily 30-minute pull-out English as a New Language program. He has always lived in the United States. His Mexican-born parents have a fifth-grade education and limited knowledge of English but help him with homework as much as they are able. The student's 13-year-old brother, whom he was close to, recently passed away from cancer. The student speaks Spanish with his family. His computational math skills are good, but he struggles with reading. He can decode words at a second-grade level, but is far below grade level in fluency and comprehension. The student's scores in all language areas of English proficiency tests have always been the lowest in his same-language peer group. The student wears his glasses inconsistently, and they are sometimes broken. The student gets along well with his classmates.		
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<b>Exercise 3: English Language Acquisition - Candidate</b>		 <b>Time Remaining</b>
<b>Name</b>		<b>29:31</b>
<b>Preparation</b>		
<p>Multiple factors—cognitive, social, physical, and psychological—influence the readiness of an English language learner to acquire a second language.</p> <p>A school's program type (bilingual, dual-language, inclusion, pull-out or push-in, sheltered content instruction, or others) will also influence a learner's readiness. Additional specific school-based factors include class size, number of grade levels in the group, grade-level placement, general school population, and immigrant population.</p> <p>As appropriate, you may consider these factors as you construct your response to the prompt in this exercise.</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none"><li>• Identify <b>three</b> critical factors that help explain the current proficiency level of the student described.</li><li>• Explain why the <b>three</b> identified factors are critical in influencing English language acquisition for this student. Make specific reference to the student profile.</li><li>• Describe <b>three</b> strategies that are likely to enhance this student's English language acquisition. Relate your response directly to the factors you identified above and explain how these strategies will enhance this student's English language acquisition.</li></ul>		
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### Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

#### Characteristics:

- An accurate identification of factors that influence English language acquisition.
- An insightful and detailed explanation of the factors affecting the English language learner described.
- Detailed description and thorough explanation of appropriate strategies specifically targeted to the given student.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

#### Characteristics:

- An accurate identification of factors that influence English language acquisition.
- A logical explanation of the factors affecting the English language learner described.
- Reasonable description and logical explanation of appropriate strategies for the given student.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

**Characteristics:**

- A somewhat inaccurate identification of factors that influence English language acquisition.
- A weak, inaccurate, or incomplete explanation of the factors affecting the English language learner described.
- Vaguely described and weakly explained strategies; strategies may be less than appropriate for the given student.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to analyze a description of an English language learner, and to describe appropriate strategies to enhance the learner's English language acquisition.

**Characteristics:**

- An inaccurate identification of factors that influence English language acquisition.
- A misinformed explanation of the factors affecting the English language learner described.
- Minimally described and poorly explained strategies; explanation may be missing or inappropriate for the given student.

**Produced for**

**NATIONAL BOARD**

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## Component 2



*Early and Middle Childhood/  
English as a New Language*

**Component 2:  
Differentiation  
in Instruction**

**PORTFOLIO INSTRUCTIONS  
AND SCORING RUBRIC**

**NATIONAL BOARD**  
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## Overview

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This document provides information about the Early and Middle Childhood/English as a New Language (EMC/English as a New Language) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

### Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

### EMC/English as a New Language Component 2 Portfolio Entry

In the EMC/English as a New Language Component 2 portfolio entry:

- You submit two assessments for each of two students, as well as a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning.
- You describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation.
- You discuss how the students' assessments, as well as their linguistic and cultural diversity, informed your planning and instruction.

### EMC/English as a New Language Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, "Differentiation in Instruction," measures the following EMC/English as a New Language Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Students
- II. Knowledge of Culture and Diversity
- IV. Knowledge of the English Language
- V. Knowledge of English Language Acquisition
- VI. Instructional Practice
- VII. Assessment

For the complete EMC/English as a New Language Standards, refer to **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

The EMC/English as a New Language Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

## Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EMC/English as a New Language Component 2](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC/English as a New Language Component 2](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The EMC/English as a New Language Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

### Scoring Rubric

The EMC/English as a New Language Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

## Portfolio Instructions for EMC/English as a New Language Component 2

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This section contains the directions for developing and submitting the Component 2 EMC/English as a New Language portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

### What Do I Need to Do?

This entry captures how you use assessment as a tool for unit planning. In this entry, you

- demonstrate your ability to plan and implement a unit of instruction for linguistically and culturally diverse learners;
- submit two assessments for each of two students and a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning;
- describe the implementation of the unit plan and any adjustments you made to your teaching during the implementation;
- discuss how the featured students' assessments, as well as the **linguistic and cultural diversity** of your class, informed your planning and instruction;
- describe how your reflection on this unit might inform your future teaching.

### What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "Component 2 Forms" section of this document).
- **Written Commentary (no more than 14 pages)** that provides a context for your unit plan, assignments, and assessments, and that describes, analyzes, and reflects on your teaching.
- **Assessment and student response materials (two students, no more than 8 pages for each student).**
  - **One assessment (for each of two students)** administered prior to the implementation of the unit plan described in the Written Commentary.
  - **One assessment (for the same two students)** administered during the implementation of the unit plan described in the Written Commentary.

**Originality Requirements.** It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board's ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

Before beginning to work on this entry, read the following directions for developing each element. Refer to the "[Component 2 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

## Selecting Assessments and Student Responses

Choose two responses to assessments from two students. Describe and analyze the assessments. Describe the unit plan, based on language learners' needs.

### Selecting the Students

Select two students to feature. Because you are seeking certification at the Early and Middle Childhood level, the students you select must be from ages 3 through 12. Each student is represented by two assessments administered at two different points in time. It is important to choose students who represent different language development needs and instructional challenges. For this reason, focusing only on your highest- or lowest-performing students may not be the best choice for this entry. The focus is on your teaching practice, not on the level of student performance.

To prepare for this entry, select at least five students as potential cases and collect or make copies of the assessments and the students' responses. As you collect the assessments and responses, you might want to record both your reasons for selecting each student response and assessment and any details that might be helpful in completing your analysis.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). Retain completed student release forms for your records; do not submit them with your evidence.

### Selecting the Assessments

The assessments should provide evidence of your ability to analyze the language development needs of the students and to measure the extent of their growth as language learners. A reasonable amount of time should elapse between the two chosen assessments to provide you the opportunity to document each student's performance.

Select two assessments for each student. These assessments should be appropriate to the task and learning objectives to which they are matched. For each student, the first and second assessments should focus **on the same language skill or competence**. The assessments may be the same for each student. The assessments may be formal or informal, but at least

one of the assessments for each student must be something that is produced by the student, although it does not necessarily have to be written. The assessments may be given in any mode, and the students' responses to the assessments may be collected in any mode, including written, pictorial, oral, or any other mode in which students can demonstrate comprehension and language development. Examples of assessments include, but are not limited to, nonverbal assessments (e.g., drawings, art, projects, models, presentations) and verbal/written assessments (e.g., questionnaires, essays, cloze exercises, tests). These may include various forms of media or computer-based technology. If the mode of a response produced by a student is something other than written, submit a written summary, a photograph, a transcript, or some other representation of that response in electronic form. Should you desire, your own informal classroom observations may be used as one of the two assessments. However, you have to clearly document the assessment. Further, if an assessment is made orally, you must provide a transcript. No video recordings or audiotapes will be accepted.

### How to Format and Submit Your Assessments and Student Responses

- For each assessment, complete a new Student Response Form for each student response (refer to the "Component 2 Forms" section of this document). Include the associated assessment, scoring criteria, and student response after each form in your file for submission.
- Submit no more than **8 pages total** for each student assessment packet. Additional pages will not be scored. Forms do not count toward this total.
- The assessments and student responses must
  - represent a student's original work. The original electronic file or scanned image of student work is acceptable.
  - come from students who are in the class that is the basis for your Written Commentary.
  - be from the same two students, responding to assessments that measure the same language skill or competence.
- Be sure that your student work samples are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label evidence as "Student A" or "Student B."
- Format your assessments and student responses to fit onto an 8.5" × 11" page. If assessments and student responses contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
  - If assessments and student responses were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
  - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble Student A and Student B packets for submission.

## Composing Written Commentary

In this entry, you submit a Written Commentary that provides an overview of your unit plan and contextualizes the assessments as they are used to inform your planning.

### How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
  1. **Instructional Context**
  2. **First Assessment**
  3. **Unit Plan**
  4. **Second Assessment**
  5. **Reflection**
- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary." Provide your analysis under the appropriate section heading in your document.
- Refer to the writing about teaching section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
  - Write in English.
  - Use double-spaced 11-point Arial font.
  - Format 1-inch margins on all sides of the document.

Refer to the "Component 2 Electronic Submission at a Glance" chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 14 pages**. If you submit a longer document, only the first 14 pages will be scored.

### What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

### 1. Instructional Context (Suggested length: 2 pages)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the school or district at large. In this section, address the following questions about your selected class:

- *What is your school setting (e.g., preschool, elementary, middle)? What is your class size, and what are the number, ages, and grades of the students in the class featured in this entry? What is the subject matter of the class? (Example: 21 students in grade 4, ages 9 through 10, Intermediate ESL. Include features such as sheltered, bilingual, immersion, transitional, content-based, ELD, pull-out, pull-in, etc.)*
- *For the class featured in this entry, what are the relevant characteristics of the students' ethnicities, cultures, linguistic diversity, and range of abilities, and what is the personality of the class?*
- *What are the relevant characteristics of any students with exceptional needs and abilities that influenced your planning for this unit of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor "see" this class.*
- *For the two featured students, how would you describe each student's background and particular instructional challenges?*

### 2. First Assessment (Suggested length: 3 pages)

In this section, address the following questions about the assessment administered **prior to** implementing the unit plan:

- *What were your considerations in creating, adapting, and/or selecting this assessment instrument or instruments? Describe the instrument(s). Explain the context in which you used it or them. (Remember that for the purposes of this entry, **at least one** of the assessments for each student must be something that is produced by the student.) Refer to each student separately as Student A and Student B. In your analysis of the students' assessments, make specific reference to student work that you include in the students' packets.*
- *What did the students' responses to the assessment tell you about the language and content needs of the students? Refer to both Student A and Student B.*
- *What kind of feedback did you give to each student based on the assessment? Describe the nature and content of the feedback as well as the manner in which it was given (e.g., written comments on paper, individual conference, peer conference). Where appropriate, indicate how each student incorporated feedback into subsequent assignments.*

### 3. Unit Plan (Suggested length: 5 pages)

In this section, address the following questions:

- *What were your language and content goals for students in this unit plan? How do these goals, in combination with the activities and topics of the instructional unit plan, fit into your long-term language development goals? What activities and processes did you use to achieve them? What was your rationale for choosing the topic/concept/theme featured in your instructional unit plan? What was the intended duration of the instructional unit plan?*

- *How did the instructional unit plan specifically address the needs of the two students featured in this entry?*
- *What language skills were you trying to address for the **entire** class? How did you choose to address these language issues? How did the two students' assessments inform the instructional unit plan?*
- *What instructional resources and materials, including media and/or technological resources, did you incorporate into this instructional unit plan? What was your rationale for choosing these resources?*
- *What strategies did you employ to ensure that your students had an opportunity to actively participate in their new culture? What was your rationale for selecting these strategies. Be sure to incorporate the students' cultural and linguistic backgrounds identified in the section "1. Instructional Context."*
- *Considering the language and content goals, objectives, topics, and activities for this unit, in what ways did this unit fit into your long-term language development goals? Why were these goals appropriate for these students at this time?*

#### **4. Second Assessment** (Suggested length: 3 pages)

In this section, address the following questions:

- *What was the interval of time between the first and second assessments for each student? Is the second assessment instrument the same as the first? Why or why not? (Remember that for the purposes of this entry, **at least one** of the assessments for each student must be something that is produced by the student.)*
- *At what point(s) during the unit did you administer these assessments? Why did you choose to administer them at the time(s) that you did?*
- *What does the second assessment indicate about the appropriateness of your language development and content goals?*
- *What kind of feedback did you give the students based on the second assessment? Describe the nature and content of the feedback as well as the manner in which it was given (e.g., written comments on paper, individual conference, peer conference). Where appropriate, indicate how each student incorporated feedback into subsequent assignments.*
- *What do the first and second assessments tell you about the progress of these two students?*

#### **5. Reflection** (Suggested length: 1 page)

In this section, address the following questions:

- *How will the results of the first and second assessments affect your future instruction and assessment?*
- *What other types of formal or informal assessments would you use to further your understanding of these students as language learners?*
- *To what extent were your interpretations of the first assessments able to inform your planning and instruction?*
- *To what extent was this unit plan successful in teaching content and developing English language competence?*
- *If you were given the opportunity to teach this unit again, what, if anything, would you do differently? If you would not change anything, explain your reasoning.*

## Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files that you can download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) as well as on the following pages of this document.

Early and Middle Childhood/English as a New Language Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
<b>Contextual Information Sheet(s)</b> (form provided)	doc, docx, odt, or pdf	1	<b>No more than 1 page</b>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• Single space</li> </ul>
<b>Written Commentary</b>	doc, docx, odt, or pdf	1	<b>No more than 14 pages</b>	<ul style="list-style-type: none"> <li>• Use 11-point Arial font</li> <li>• Double space with 1" margins on all sides</li> </ul>
<b>Student Assessment Packets</b> (form provided)	doc, docx, odt, or pdf	2	<b>No more than 8 pages</b> combined for each packet— forms do not count in page totals	<p><b>Submit 1 packet each for 2 students:</b></p> <ul style="list-style-type: none"> <li>• <b>Student A Assessment Packet</b> <ul style="list-style-type: none"> <li>• Student Response Form with Assessment #1, scoring criteria, and Student A response to Assessment #1</li> <li>• Student Response Form with Assessment #2, scoring criteria, and Student A response to Assessment #2</li> </ul> </li> <li>• <b>Student B Assessment Packet</b> <ul style="list-style-type: none"> <li>• Student Response Form with Assessment #1, scoring criteria, and Student B response to Assessment #1</li> <li>• Student Response Form with Assessment #2, scoring criteria, and Student B response to Assessment #2</li> </ul> </li> </ul>

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). **Retain completed student release forms for your records; do not submit them with your evidence.**

## Component 2 Forms

This section contains forms required for Component 2. You must download the word-processing files available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**, fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

## EMC/English as a New Language Contextual Information Sheet

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

Grades: [ ]

Age Levels: [ ]

Number of Students Taught Daily: [ ]

Average Number of Students in Each Class: [ ]

Courses: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

**Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

[ ]

## EMC/English as a New Language Student Response Form

**Directions:** Use a new form for each student response.

Indicate your Candidate ID, the student (A or B), and the assessment (#1 or #2) below. Respond to the prompt (**no more than 1 single-spaced page in Arial 11-point font, including the prompt**) by typing your response within the brackets following the prompt. Do not delete or alter the prompt; both the prompt and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Student Response Form, include the associated assessment and scoring criteria (e.g., rubric, answer key) and the associated student response. Label the evidence as “Student A” or “Student B.”

**Candidate ID#:** [ ]

Student: A [ ] B [ ]

Assessment: #1 [ ] #2 [ ]

Briefly describe the nature of this assessment.

[ ]

# Scoring Rubric for EMC/English as a New Language Component 2

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## Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher successfully uses knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

### The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher sets high, worthwhile, and appropriate language, content, and process goals for student learning based on a detailed knowledge of students' skills, aspirations, and values, as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- of the teacher's ability to determine when to give feedback to students, and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher plans differentiated instruction which reflects consideration of the unique learning needs of the students and shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, and speaking within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- that the teacher engages in reflective thinking whereby he or she describes his or her practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

Overall, there is *clear, consistent, and convincing* evidence of the teacher's ability to successfully use knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

### Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher successfully uses knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

#### The Level 3 performance provides *clear* evidence:

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- of the teacher's ability to determine when to give feedback to students, and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher plans differentiated instruction which reflects consideration of the unique learning needs of the students and shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

A Level 3 performance may show imbalance in the analysis and/or evidence presented for each student or assignment. One part of the performance may be more indicative of accomplished practice than another, but overall, there is *clear* evidence of the teacher's ability to successfully use knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

## Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher successfully uses knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

### The Level 2 performance provides *limited* evidence:

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- of the teacher's ability to determine when to give feedback to students, and when given, to make it supportive and constructive feedback that enhances student learning.
- that the teacher plans instruction which reflects consideration of the unique learning needs of the students and which shows appropriate expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources to facilitate language learning.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence of the teacher's ability to successfully use knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform her or his planning and instruction.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher successfully uses knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform planning and instruction.

### The Level 1 performance provides *little or no* evidence:

- that the teacher sets high, worthwhile, and appropriate language and content goals for student learning based on a detailed knowledge of students' skills, aspirations, and values as well as their cultural and linguistic history.
- that the teacher recognizes the students' cultural diversity and plans ways for the students to actively participate in the culture of the new language.
- of the teacher's ability to employ appropriate assessment measures in determining the students' language development needs.
- that the teacher accurately describes, analyzes, and evaluates student work, and appropriately applies knowledge of language acquisition and development to future instruction.
- of the teacher's ability to determine when to give feedback to students, and when given, to make it supportive and constructive feedback that enhances student learning.
- of the teacher's ability to plan instruction which reflects consideration of the unique learning needs of the students and which shows appropriate and challenging expectations while integrating subject matter with reading, writing, listening, speaking, and visual literacy within the established goals.
- that the teacher uses instructional resources, including media and/or technological resources, to facilitate language learning.
- that the teacher engages in reflective thinking whereby she or he describes her or his practice accurately, analyzes it thoughtfully, and reflects on its implications and significance for future instruction.

Overall, there is *little or no* evidence of the teacher's ability to successfully use knowledge of students to plan and implement a unit of instruction for linguistically and culturally diverse learners, and to administer and interpret appropriate assessments as a means to inform her or his planning and instruction.

**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**

**PEARSON**

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The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education and the National Science Foundation. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education or the National Science Foundation, and you should not assume endorsement by the Federal Government. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

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## EMC/English as a New Language Contextual Information Sheet

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

Grades: [ ]

Age Levels: [ ]

Number of Students Taught Daily: [ ]

Average Number of Students in Each Class: [ ]

Courses: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

**Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.**

[ ]

## EMC/English as a New Language Student Response Form

**Directions:** Use a new form for each student response.

Indicate your Candidate ID, the student (A or B), and the assessment (#1 or #2) below. Respond to the prompt (**no more than 1 single-spaced page in Arial 11-point font, including the prompt**) by typing your response within the brackets following the prompt. Do not delete or alter the prompt; both the prompt and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Student Response Form, include the associated assessment and scoring criteria (e.g., rubric, answer key) and the associated student response. Label the evidence as “Student A” or “Student B.”

**Candidate ID#:** [ ]

Student: A [ ] B [ ]

Assessment: #1 [ ] #2 [ ]

Briefly describe the nature of this assessment.

[ ]



## Component 3



*Early and Middle Childhood–  
Early Adolescence Through  
Young Adulthood/English as  
a New Language*

**Component 3:  
Teaching Practice  
and Learning  
Environment**

**PORTFOLIO INSTRUCTIONS  
AND SCORING RUBRIC**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

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## Overview

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This document provides information about the Early and Middle Childhood–Early Adolescence Through Young Adulthood/English as a New Language (EMC–EAYA/English as a New Language) Component 3 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

### Component 3: Teaching Practice and Learning Environment

This portfolio entry captures details about your instructional planning, direct evidence of your practice from two video recordings and instructional materials, and your analysis of and reflection on your teaching as displayed in two video recordings. You will be evaluated on the demonstrated evidence of your practice and analysis as it relates to instruction, student engagement, and the learning environment. This portfolio entry and the rubric used to assess your submission are aligned with the Five Core Propositions and the certificate area Standards.

### EMC–EAYA/English as a New Language Component 3 Portfolio Entry

In the EMC–EAYA/English as a New Language Component 3: Teaching Practice and Learning Environment portfolio entry:

- You provide a brief overview of the content of your overall submission.
- You submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.
- You submit information about the instructional context for each video.
- You describe your instructional planning for the lesson featured in each video and submit appropriate supporting materials.
- You submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.

### EMC–EAYA/English as a New Language Standards Measured by Component 3

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entries and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, “Teaching Practice and Learning Environment,” measures the following English as a New Language Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Students
- II. Knowledge of Culture and Diversity
- IV. Knowledge of the English Language
- V. Knowledge of English Language Acquisition
- VI. Instructional Practice

For the complete English as a New Language Standards, refer to **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

The EMC–EAYA/English as a New Language Component 3 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 3 tasks.

You should read the Standards and the rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

## Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EMC–EAYA/English as a New Language Component 3](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC–EAYA/English as a New Language Component 3](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The EMC–EAYA/English as a New Language Component 3 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; **follow these directions carefully**.
- An **Electronic Submission at a Glance** chart listing the materials you collect and/or prepare as well as the release forms to keep for your records. Submitting complete and appropriate materials is essential for proper scoring of your portfolio entry.

For general information about developing and submitting your materials, refer to the *General Portfolio Instructions* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

For instructions on using the electronic portfolio management system to submit your materials, review the tips, tools, and tutorials and the *Guide to Electronic Submission* at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

### Scoring Rubric

The EMC–EAYA/English as a New Language Component 3 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

## Portfolio Instructions for EMC–EAYA/English as a New Language Component 3

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This section contains the directions for developing and submitting the Component 3 EMC–EAYA/English as a New Language portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- an explanation of how to format, assemble, and submit your portfolio entry;
- questions that must be answered as part of your submission.

Before beginning to work on this portfolio entry, read the following directions for developing each element.

### What Do I Need to Do?

This entry captures your ability to employ instructional strategies for helping English language learners develop sufficient English proficiency to understand instructional lessons and texts, interact meaningfully with others, develop ideas, and think critically. Each of the two videos you submit should show you and your students engaged in a topic, concept, or text that is directly related to your instructional goal(s).

Identify two lessons for which you will provide information about your instructional planning and choice of materials and will capture video that shows evidence of your teaching practice, the learning environment, and student engagement. Together the two lessons must demonstrate a breadth of content in developing students' proficiency with the English language and different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation) and strategies.

In this entry, you

- provide an overview of your entire entry, with your rationales for including the two videos to illustrate your instruction of English language learners;
- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- show at least two different instructional formats and demonstrate at least two different teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students' growth and development as individuals who can effectively communicate, verbally and in writing, when using the English language.

### What Do I Need to Submit?

For this entry you must submit the forms and evidence described in this section. Refer to the specific sections for each part of the portfolio and the "[Component 3 Electronic Submission at a Glance](#)" chart later in this document for detailed instructions about organizing and formatting your materials and page and time limits.

- **Introduction to the Entry.** Submit a completed Introduction to Entry Form in which you provide a brief overview of your entire entry (**no more than 1 page**). Describe

the focus of Video 1 and the focus of Video 2 and your rationale for including this pair of videos in your portfolio submission.

- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (**no more than 1 page for each video—2 pages total**) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video:
  - social and physical context (e.g., available resources such as technology, scheduling of classes, room allocation—own or shared space)
  - state and/or district mandates
  - student demographics of the class(es) featured in the videos (e.g., ethnic, cultural, and linguistic diversity; the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)

For clarity, spell out the first occurrence of acronyms. Combine both Instructional Context Sheets in a single file for submission.

- **Videos.** Create two video recordings (**10–15 minutes each**) from two different instructional units. The two video recordings submitted for Component 3 and the evidence submitted for Component 2 and Component 4 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit a file containing the following materials (**no more than 6 pages total per file**):
  - a completed Instructional Planning Form (**no more than 1 page**) in which you provide the following:
    - the unit of instruction
    - the instructional goals for the unit
    - goals for the lesson featured in the video
    - the instructional format chosen for the lesson
    - a description of the materials or resources used
  - an accompanying description (**no more than 2 pages**) of your instructional planning and instructional strategies, and rationales for your choice of goals, strategies, and materials
  - one or more instructional materials (**no more than 3 pages total**)
- **Written Commentary.** For each video, write a commentary (**no more than 4 pages each**) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

### Submission Requirements

**Variety of Evidence.** The two video recordings for Component 3 must be from different instructional units. The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting or class.

**Time Frame for Activities and Evidence Collection.** The period for evidence collection begins 12 months prior to the date of the opening of the ePortfolio submission window as

described in the *Guide to National Board Certification*. If you submit your portfolio with one or more sections that feature a class and/or evidence that date from more than 12 months before the opening of the ePortfolio submission window, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

**Required Elements.** As you prepare your portfolio, pay careful attention to the forms, information, and other evidence you are required to submit. It is your responsibility to make sure that your portfolio component materials are complete when they are submitted. You will not be notified of any missing materials. **You will not receive a score for this component if you do not submit any parts of the component or it is lacking critical materials** (e.g., Written Commentary, video). Even if your portfolio is missing a minor piece, bear in mind that assessors will have less information on which to base their evaluation of your work. The "[Component 3 Electronic Submission at a Glance](#)" chart later in this document summarizes all the pieces that you need to include and can help you check the completeness of your submission.

**Formatting and Page/Time Limitations.** You must also pay careful attention to the formatting guidelines and stated page and time limits for the various materials you submit. Assessors will only read up to the allowable page limit. Likewise, they will only view each video up to the stated time limit. Information on pages exceeding the maximum or on a video recording beyond the time limit **will not be considered in the scoring of your submission.**

**Language other than English.** Videos or other evidence submitted may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary that accompanies your portfolio submission.

If you are submitting video evidence or other types of evidence (e.g., student work sample) in a language other than English, you must include a written English translation in the file with the sample. For a translation of a video, include the translation at the end of the Written Commentary. Include any necessary student identifiers (but do *not* include students' last names). Note that the pages of your translation do not count toward your page totals.

If you do not include a translation or explanation, language other than English will not be considered in the scoring of your submission (except brief non-English terms or phrases commonly used by English speakers). Your submission will be scored based on the portions in English and the translations/explanations you provide. It will be scored as zero if the scorable portions do not merit a score of 1 or higher.

Your Written Commentary must be written entirely in English in order to be considered for scoring.

**Originality Requirements.** It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board's ethics policy](#). If you submit materials and/or evidence which are in

whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

### Accessing Forms for Submission

Refer to the “Component 3 Forms” section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

## Planning and Selecting Instructional Materials

### Writing about Planning

Complete the Instructional Planning Form (**no more than 1 single-spaced page for each video**, using 11-point Arial font).

Write a description (**no more than 2 double-spaced pages for each video**, using 11-point Arial font) of your instructional planning and decision making for promoting student learning in the context of the lesson featured in the video. In your description, be sure to address the following questions:

- *In the Instructional Context Sheet, you identified your students’ characteristics. How did you use detailed knowledge of your students’ backgrounds, needs, abilities, and interests and your knowledge of English language learning in your planning and choice of strategies? What are the instructional challenges represented by your students?*
- *How did the social and physical context you described influence your planning?*
- *What are your long-term instructional goals and plans (if any) to integrate English language learning with topics from other disciplines (during the school year), and why are these goals and plans appropriate for these students?*
- *How do the instructional goals for this particular lesson fit into your long-term goals and plans?*
- *What is your rationale for choosing the instructional format that you used to meet the goals of this lesson?*
- *What are your reasons for selecting the materials or resources you used?*

### Selecting Instructional Materials

Include instructional materials that will help an assessor understand the lesson in the video recording (handouts, excerpts from teacher guides, instructions to students, etc.). You or your students may have used these materials before, during, or after the activity featured on the video recording.

### How to Format and Submit Your Instructional Materials

- Complete a new Instructional Planning Form (**no more than 1 page each**) for each video (refer to the “[Component 3 Forms](#)” section of this document). Use single-spaced 11-point Arial font. Include the following after each form in your file for submission:
  - associated description of your instructional planning and strategies (**no more than 2 pages**); use double-spaced 11-point Arial font with 1" margins on all sides of an 8.5" × 11" page
  - one or more instructional materials (**no more than 3 pages total**)

- Place your candidate ID number on the Instructional Planning Form.
- Be sure that your instructional materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.
- Format your instructional materials to fit onto an 8.5" × 11" page.
  - Do not reduce full-sized pages of instructional materials (e.g., handouts, documents created using a word processing program) to fit more than one instructional material onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
  - If instructional materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
  - If instructional materials were created using presentation software (e.g., Google Slides, Microsoft PowerPoint), you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total. Be sure any text on the slides is large enough to be fully legible without magnification of the 8.5" × 11" page (original font size no smaller than 36 points) and that there is adequate spacing between text to allow assessors to easily read the slides.
  - If submitting smaller items (including photos and images, **but not text**), you may format up to six smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. In determining the number of smaller items to include on a single page, keep in mind that each of the items must be large and clear enough for assessors to be able to view relevant details.
- If instructional materials that are important for assessors to see are impractical to submit or do not show up clearly in the video recording (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or photograph of adequate size to be clearly visible without magnification, or a description/transcription of the material. If you submit a drawing, image, or photograph, be sure it is large enough to be legible on an 8.5" × 11" page. If you submit a description/transcription, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides. The description/transcription will count as part of your page total.
- Submitted materials with illegible text or images too small to be clearly viewed will not be scored.
- Assessors will only read up to the allowable page limit. Pages exceeding the maximum will not be scored.

Refer to the “[Component 3 Electronic Submission at a Glance](#)” chart in this document for page totals for each piece of evidence and how to assemble instructional materials for submission.

## Recording Your Videos

You may wish to record a number of different class periods so that you have several recordings from which to choose. Be sure to choose video recordings that give you an opportunity to discuss your practice. It is important to show how you create a positive learning environment, engage students, and facilitate students’ learning.

Follow the guidelines in this section for each of your two video recordings:

- The two videos must feature different lessons and units of instruction.
- Each video must be made during a *single class period*.
- The lessons featured in the videos should be independent of one another and be able to stand alone as evidence of your teaching practice.
- The videos can be made using the same class of students or different classes of students.
- The videos should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking. Use a camera angle that includes as many faces of the students in the class as possible.
- You and your students must be seen and heard in both videos. It is important for assessors to be able to see and hear you and your students together, your students interacting with each other, your students' reactions to what you are doing, and their engagement in learning. Your portfolio component will not be scored if you fail to meet these requirements.
- If you do not receive permission to include a student or adult in a video, you must ensure that he/she is out of the camera's range and not heard.
- Scan the environment in which you plan to record your videos to avoid recording visual cues that reveal individuals' names, your school/facility name, or location.
- The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.

You are not required to feature more than one instructional format or teaching strategy in a single video, although you may. You must be sure, however, that the combined contents of your two videos represent a breadth of the content area and show at least two different instructional formats and two different teaching strategies. For example, if you feature a large group format in one video, the second must present a different format, such as small group, one on one, or other appropriate configuration. Both videos must also showcase integration of domains of language (reading, speaking, listening, writing, visual literacy) as appropriate to each lesson.

One of the two video recordings submitted for Component 3 and the evidence submitted for Component 2 and Component 4 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives. Videos representing the same unit or lesson will limit the evidence that assessors will score.

### Selecting the Class for Each Video

Choose the class to feature in each of your video recordings. Both videos may feature the same class of students, or you may feature a different class in each video. The featured class must be a rostered class or the students must be enrolled in a rostered class during the regular school day and year, not an after-school or summer-school program. Note that to complete your portfolio components, you must have access to a class of at least 3 students. At least 51% of the students in the class that you use for each video must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. If you do not adhere to the class composition requirements, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

Since your response will be considered on the basis of how you support students who are engaged in purposeful English language learning, the class you choose should provide the best opportunity to feature your practice. The focus is on your practice and your ability to facilitate student learning, not on the level of student achievement.

If you are in an administrative position or are in an assignment or teaching setting where you do not have a class of your own that matches the parameters of the certificate area in which you are seeking certification, you may borrow or guest teach another teacher’s class or students in order to complete the portfolio component. Whether working with your own or another teacher’s students, you will be expected to submit authentic materials that represent your individual work. You must meet the time frames specified in these instructions. Your submission will be assessed in terms of the component tasks and the criteria defined by the rubric. Your work will be assessed with the same standards as the work of candidates who present work generated by their own students.

When collecting and submitting your evidence, remember to follow the "Guidelines for Referring to People, Institutions, and Places" section in the *General Portfolio Instructions*.

A signed release form is required for each student or adult who appears and/or speaks in the video recordings. It is your responsibility to keep these release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component. The National Board release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). Do not submit the completed release forms with your evidence.

### Selecting a Lesson for Each Video

Select a lesson for each video recording that provides opportunities for your students to engage in meaningful English language learning. The lesson should show how you integrate reading, speaking, listening, writing, and/or visual literacy opportunities. The objectives need not be advanced, but the lesson on which you are focusing should be one that is important for the students at their level of learning and one in which they are likely to be engaged in constructive and meaningful learning activities.

As you determine which lesson to feature in each video, consider how you will provide evidence of the following aspects of your teaching practice. These observable actions are derived from the English as a New Language Standards, to which you should refer for full guidance.

- Learning Environment
  - Establish a safe, fair, equitable, and culturally responsive environment that promotes active student engagement in the activities and substance of English language learning.
  - Create a student-centered learning environment based on trust and mutual respect.
  - Equip students with skills that support effective communication in academic and social situations, such as the ability to express their opinions verbally and in writing.
- Student Engagement
  - Foster the active engagement of students with the teacher and each other in sharing ideas by, for example, instructing them in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners.
  - Design opportunities for students to engage in enriching learning activities that capitalize on their diverse cultural knowledge and experiences.

- Instruction
  - Integrate reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals; and sequence and structure instruction so that students can achieve the goals.
  - Support all students in developing the dispositions and proficiencies necessary for developing English language proficiency, communicating their intended meaning, and advancing their English language skills so that they engage in meaningful communication for a variety of purposes.
  - Provide students with explicit instruction in behaviors associated with social and academic settings.
  - Use appropriate, rich, and thought-provoking instructional resources that engage students at their English language proficiency levels and expose them to increasingly complex levels of language proficiency.
  - Monitor and evaluate student learning, make instructional adjustments as part of an ongoing process of assessment, and provide regular constructive feedback to students.

### Video Editing and Audio Enhancement Rules

Submitting each video recording in a continuous and unedited format provides the most authentic representation of your teaching practice. However, each video recording may include **up to two edits** for the reasons listed below. The only allowable edits to the videos are for the following reasons:

- moving a whole class into a different physical instructional setting such as a lab, a gymnasium, or outdoors
- responding to safety drills
- changing the battery in the video camera

**No other edits to the video recording(s) are allowed.** Not allowable edits include, but are not limited to, creating an introduction, adding captions, or using features such as fade in/fade out that detract from an authentic presentation of your instructional setting. You may NOT make edits to your video to remove student or announcement disruptions or interruptions, individual/quiet student work time, transitioning from whole group to small group instruction or vice versa, moving among small groups in different locations, assessment time, etc. If a release form was not obtained from one or more students and/or adults, ensure that the individual(s) are not in camera view when recording your video(s); blurring their faces in the video is not an allowable edit.

If either of your video recordings includes one or two allowable edits for the reasons listed above, you **must** note the reason for each edit on the Instructional Planning Form. If you submit a video with more than two edits, only the portion prior to the third edit will be viewed and scored. If you submit a video that has an edit other than two of the allowable edits due to the reasons listed above, only the portion prior to the non-allowed edit will be viewed and scored.

Amplifying the sound to enhance the audio on a video is acceptable as long as the amplification of the audio does not conflict with the postproduction editing rules described above.

### How to Format and Submit Your Videos

- Submit two video recordings of **10–15 minutes each**. If you submit longer video recordings, assessors will view only the first 15 minutes.
- If you edited your videos as allowed for only the reasons listed above, make sure each video includes no more than two edits. Assessors will view and score only the portion of the recording prior to the third edit.
- If expressions or phrases in a language other than English that are important for an assessor to understand are included in your video, provide brief explanations of these expressions or phrases in the Written Commentary.
- If your video is in a language other than English, you must provide a written English translation that includes your candidate ID and any necessary student identifiers (but not students' names). Include the translation at the end of the file with your Written Commentary. Your translation does not count toward your page totals.
- Convert your video into a file format that meets electronic portfolio management system requirements: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.
- Compress the size of your video file, if necessary. The recommended file size is 200 MB to 300 MB. Refer to the Video Conversion & Compression Guide at [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) to download free software with instructions.
- Play back your final file before uploading to ensure it can be viewed by assessors and to check the audio quality. You and your students must be seen and heard in both videos.

Refer to the "[Component 3 Electronic Submission at a Glance](#)" chart in this document for complete video submission requirements.

### Composing Written Commentary

In this entry, you submit a Written Commentary on the instruction captured in the video and your decision making as well as your reflection on the lesson after its completion. When citing evidence, it is helpful to assessors if you identify specific locations in the video recording by describing specific dialogue, events, and/or students (e.g., "the girl in the green sweater in the second row"). In addition to a description, you may also provide a time-stamp reference to help assessors, if necessary.

### How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your Written Commentary.
- Address the italicized questions in the following section entitled "[What to Include in Your Written Commentary](#)."
- Refer to the "Writing about Teaching" section in the *General Portfolio Instructions* for advice on developing your Written Commentary and to see examples.
- When writing your Written Commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in the *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your Written Commentary document.
- Use the following language and format specifications when writing your Written Commentary:
  - Write in English.

- Use double-spaced 11-point Arial font.
- Format 1-inch margins on all sides of the document, using an 8.5" × 11" page size.

Refer to the "[Component 3 Electronic Submission at a Glance](#)" chart in this document for complete submission requirements.

- Your Written Commentary will be scored based on its content; however, you should proofread your writing for spelling, mechanics, and usage.
- Submit a document for your Written Commentary of **no more than 4 double-spaced pages for each video**. If you submit a longer document, only the first 4 pages will be scored.

### What to Include in Your Written Commentary

In your Written Commentary, be sure to address the following questions:

- *How did the pedagogical and instructional decisions you made during the lesson align with your planning?*
- *What specific approaches, strategies, techniques, or activities did you use to promote active student engagement in the lesson? Cite specific examples from the video recording.*
- *How did you establish a safe, fair, equitable, and challenging learning environment for all students?*
- *How did you monitor and assess student progress during the lesson and how did this influence your decision making during instruction? How was student feedback provided and what was your rationale for providing it in this manner?*
- *To what extent did you achieve the lesson's goal or goals? Provide evidence from the video recording to support your answer. What were your next steps with these students as a result?*
- *How was your approach to teaching this content to the students in this video influenced by past experience?*
- *What would you do differently, if anything, if you were to teach this particular lesson again to a similar group of students next year? If you would not change anything, explain why.*

## Component 3 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files for you to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) as well as on the following pages of this document.

EMC–EAYA/English as a New Language Component 3: Teaching Practice and Learning Environment				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
<b>Introduction to Entry Form</b> (form provided)	docx, odt, or pdf	1	<b>No more than 1 page</b>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> </ul>
<b>Instructional Context Sheet</b> (form provided)	docx, odt, or pdf	1	<b>Submit 1 file with no more than 1 page for each video—2 pages total</b>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> <li>Combine both sheets in a single file for submission.</li> </ul>
<b>Videos</b>	flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v	2	Running time <b>10–15 minutes each</b>	<ul style="list-style-type: none"> <li>A signed release form is required for each student or adult who appears and/or speaks in the video recordings.</li> <li>Refer to the “<a href="#">Recording Your Videos</a>” section of this document for video content and requirements.</li> <li>When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> </ul>
<b>Instructional Planning Form and Materials</b> (form provided)	docx, odt, or pdf	2	Submit 1 file for each video. In each file, include: <ul style="list-style-type: none"> <li>Instructional Planning Form, <b>no more than 1 single-spaced page</b></li> <li>Description of instructional planning and strategies, <b>no more than 2 double-spaced pages</b> with 1” margins on all sides</li> <li>Instructional materials: one or more items, <b>no more than 3 pages total</b></li> </ul>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> <li>Describe reasons for 1–2 allowable edits, if edits were made.</li> </ul>
<b>Written Commentary</b>	docx, odt, or pdf	2	Submit 1 file for each video, <b>no more than 4 pages each</b>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Double space with 1” margins on all sides</li> <li>When naming each file, include “Video 1” and “Video 2,” as appropriate.</li> </ul>

Release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). **Retain completed release forms for your records; do not submit them with your evidence.**

## Component 3 Forms

This section contains the forms required for Component 3. You must download the word-processing files available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**, fill them out electronically, and then upload the electronic file or scanned image with any associated evidence to the electronic portfolio management system.

As you complete these forms, do not delete or alter any original text (including the header, footer, title, directions, and prompts) to gain more space to write your responses. Both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student or adult who appears and/or speaks in the video recordings. These release forms are available as PDF downloads from **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

Remember, all last names on student work samples **must be redacted**. Do **not** leave personally identifiable information on any documents you submit.

## Introduction to Entry Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

**Candidate ID#:** [ ]

1. Provide a brief overview of your entire entry.

[ ]

2. Describe the focus of Video 1 and your rationale for including this video in your portfolio submission.

[ ]

3. Describe the focus of Video 2 and your rationale for including this video in your portfolio submission.

[ ]



## Instructional Planning Form

**For each video, follow the directions below.** Pages exceeding the maximums indicated will not be scored.

1. Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed.
2. Include a description of your instructional planning and strategies (**no more than 2 double-spaced pages in 11-point Arial font with 1" margins on all sides**) and rationales for your choice of goals, strategies, and materials. **Use the questions in “Writing about Planning” to guide your description.**
3. Include **no more than 3 pages** of instructional materials with this form.

**Video #:** [ ]

**Candidate ID#:** [ ]

1. Indicate the unit of instruction.

[ ]

2. Indicate the instructional goals for the unit.

[ ]

3. Indicate the goals for the lesson featured in the video.

[ ]

4. Indicate the instructional format chosen for the lesson.

[ ]

5. Describe the materials or resources used in the lesson.

[ ]

6. If this video contains 1–2 allowable edits, you must describe the reasons for these edits.

[ ]

## Scoring Rubric for EMC–EAYA/English as a New Language Component 3

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### Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to establish a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

**The Level 4 performance provides *clear, consistent, and convincing* evidence:**

- that the teacher has established a safe, fair, equitable, culturally responsive environment that promotes active and attentive student engagement in the activities and substance of English language learning as well as with the teacher and each other in sharing ideas by, for example, instructing them in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners.
- that the teacher creates a student-centered learning environment based on trust and mutual respect.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular and timely constructive feedback to students.
- that the teacher supports all students in developing the dispositions and skills necessary for developing English language proficiency, communicating their intended meaning, and advancing their English language skills so that they engage in meaningful communication for a variety of purposes.
- that the teacher integrates reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and provides students with explicit instruction in behaviors associated with social and academic settings.
- that the teacher draws on detailed knowledge of students' diverse backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of English language learning in selecting high, worthwhile, and attainable goals and in selecting appropriate, rich, and thought-provoking instructional approaches and resources that support these goals.
- that the teacher communicates persuasively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully and thoughtfully; reflects insightfully on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear, consistent, and convincing* evidence of establishing a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

## Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

### **The Level 3 performance provides *clear* evidence:**

- that the teacher has established a safe, fair, equitable, culturally responsive environment that promotes active and attentive student engagement in the activities and substance of English language learning as well as with the teacher and each other in sharing ideas by, for example, instructing them in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners.
- that the teacher creates a student-centered learning environment based on trust and mutual respect.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular and timely constructive feedback to students.
- that the teacher supports all students in developing the dispositions and skills necessary for developing English language proficiency, communicating their intended meaning, and advancing their English language skills so that they engage in meaningful communication for a variety of purposes.
- that the teacher integrates reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and provides students with explicit instruction in behaviors associated with social and academic settings. However, there may be minor lapses in sequencing.
- that the teacher draws on knowledge of students' diverse backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of English language learning in selecting high, worthwhile, and attainable goals and in selecting appropriate and thought-provoking instructional approaches and resources that support these goals.
- that the teacher communicates effectively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully; reflects on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear* evidence of establishing a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

## Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher is able to establish a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

### **The Level 2 performance provides *limited* evidence:**

- that the teacher has established a safe, fair, equitable, culturally responsive environment that promotes active student engagement in the activities and substance of English language learning as well as with the teacher and each other in sharing ideas by, for example, instructing them in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners.
- that the teacher creates a student-centered learning environment.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular and timely feedback to students.
- that the teacher supports students in developing the dispositions and skills necessary for developing English language skills, communicating meaning, and advancing their English language skills so that they can engage in communication for various purposes.
- that the teacher integrates reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and provides students with explicit instruction in behaviors associated with social and academic settings. The connection between activities and the learning goals are weak and/or there are lapses in sequencing. There may be little instruction on social and academic behavior.
- that the teacher draws on knowledge of students' backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of English language learning in selecting goals and in selecting appropriate or thought-provoking instructional approaches and resources that support these goals.
- that the teacher communicates adequately about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote student learning.

Overall, there is *limited* evidence of establishing a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher is able to establish a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating skills in reading, speaking, listening, writing, and/or visual literacy.

### **The Level 1 performance provides *little or no* evidence:**

- that the teacher has established a safe, fair, equitable, culturally responsive environment that promotes student engagement in the activities and substance of English language learning as well as with the teacher and each other in sharing ideas by, for example, instructing them in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners.
- that the teacher creates a student-centered learning environment.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular and timely feedback to students.
- that the teacher supports students in developing the dispositions and skills necessary for developing English language proficiency, communicating meaning, and advancing their English language skills so they can engage in communication for various purposes.
- that the teacher integrates reading, speaking, listening, writing, and visual literacy activities that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; or provides students with explicit instruction in behaviors associated with social and academic settings. There is little or no connection of the activities to the learning goals and/or there are significant lapses in sequencing. There may be little instruction on social and academic behavior.
- that the teacher draws on knowledge of students' backgrounds, prior knowledge, needs, abilities, and interests, and on her or his own knowledge of English language learning in selecting goals and in selecting appropriate instructional approaches and resources that support these goals.
- that the teacher communicates adequately about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote student learning.

Overall, there is *little or no* evidence of establishing a safe, fair, equitable, culturally responsive environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring significant English language learning topics, effectively integrating reading, speaking, listening, writing, and/or visual literacy.

**Produced for**

**NATIONAL BOARD**

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## Instructional Context Sheet

**Directions:** For each video, respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

**Video #:** [ ]

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).  
[ ]
2. With regard to your own teaching situation, briefly identify.  
Grades Taught: [ ]                      Age Levels: [ ]  
Number of Students Taught Daily: [ ]      Average Number of Students in Each Class: [ ]  
Courses Taught: [ ]
3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.  
**Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.**  
[ ]
4. Identify the number, ages, and grades of students in the class featured in this video and the subject matter of the class.  
[ ]
5. Describe the relevant characteristics of this class that influenced your instructional planning, format, and strategies for this lesson (e.g., ethnic, cultural, and linguistic diversity; the range of abilities of the students; the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of students with exceptional needs; the personality of the class).  
[ ]

## Instructional Planning Form

**For each video, follow the directions below.** Pages exceeding the maximums indicated will not be scored.

1. Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed.
2. Include a description of your instructional planning and strategies (**no more than 2 double-spaced pages in 11-point Arial font with 1" margins on all sides**) and rationales for your choice of goals, strategies, and materials. **Use the questions in "Writing about Planning" to guide your description.**
3. Include **no more than 3 pages** of instructional materials with this form.

**Video #:** [ ]

**Candidate ID#:** [ ]

1. Indicate the unit of instruction.

[ ]

2. Indicate the instructional goals for the unit.

[ ]

3. Indicate the goals for the lesson featured in the video.

[ ]

4. Indicate the instructional format chosen for the lesson.

[ ]

5. Describe the materials or resources used in the lesson.

[ ]

6. If this video contains 1–2 allowable edits, you must describe the reasons for these edits.

[ ]

## Introduction to Entry Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

**Candidate ID#:** [ ]

1. Provide a brief overview of your entire entry.

[ ]

2. Describe the focus of Video 1 and your rationale for including this video in your portfolio submission.

[ ]

3. Describe the focus of Video 2 and your rationale for including this video in your portfolio submission.

[ ]



## Component 4



*Early and Middle Childhood–  
Early Adolescence Through  
Young Adulthood/English as  
a New Language*

**Component 4:  
Effective and  
Reflective  
Practitioner**

**PORTFOLIO INSTRUCTIONS  
AND SCORING RUBRIC**

**NATIONAL BOARD**  
*for Professional Teaching Standards®*

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## Overview

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This document provides information about the Early and Middle Childhood–Early Adolescence Through Young Adulthood/English as a New Language (EMC–EAYA/English as a New Language) Component 4: Effective and Reflective Practitioner portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

### Component 4: Effective and Reflective Practitioner

This portfolio entry provides you with the opportunity to highlight your abilities as an effective and reflective practitioner in developing and applying your knowledge of your students. You will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact your students’ learning; and provide evidence of your collaboration with families and caregivers, the community, and colleagues and of your contributions to learning communities to advance students’ learning and growth. The types of information you submit, the sources of that information, and how you use it will be specific to your subject area and the unique characteristics of your students, school, district, and community. This portfolio entry and the rubric used to assess your submission align with the Five Core Propositions and the certificate area Standards. Remember to refer to the Standards for a complete understanding of the characteristics and expectations of accomplished teaching in your certificate area.

### EMC–EAYA/English as a New Language Component 4 Portfolio Entry

In the EMC–EAYA/English as a New Language Component 4: Effective and Reflective Practitioner portfolio entry:

- You provide a profile, or description, of one group of students you select from the current school year. The profile will be developed from and supported by information you collect about the group of students. For English as a New Language, the group may be a whole class or a group of students with whom you work and who share similar characteristics. If you work with one or more whole classes of students, you **must** select an entire class of students as your group. If you do not work with an entire class of students, but you work with a number of students who share similar characteristics and you work with them separately, these students may constitute your group.

Note that throughout these instructions, “group” refers to either your entire selected class, if you are using one, or to another group of students as described above.

- You provide evidence that you collect relevant information about your group of students from data sources and through communications with people who know your students well. This evidence proves that you base assessment practices on your knowledge of the students and understanding of sound assessment principles, including assessment purpose, validity, and fairness. You show that you use assessments, the information gained from assessments, and other data sources to positively impact these students’ learning. You must link the assessment data to your practice; be specific about how the data you submit provides support for what you do in the classroom.
- You submit evidence that you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts in the school, district, community, or other learning communities designed to support students’ learning and

growth. See later in these instructions for more details about allowable time frames for collecting information and evidence for this section of the portfolio entry.

- You reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

### **EMC–EAYA/English as a New Language Standards Measured by Component 4**

Because the purpose of the tasks in the portfolio entries is to measure your teaching practice, the overall focus of the portfolio entries and rubrics is on your knowledge and skills related to gathering and using relevant information, and how successfully you apply your knowledge and skills to advance student learning.

The portfolio entry for this component, Effective and Reflective Practitioner, measures the following EMC–EAYA/English as a New Language Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Students
- II. Knowledge of Culture and Diversity
- III. Home, School, and Community Connections
- VI. Instructional Practice
- VII. Assessment
- VIII. Teacher as a Learner
- IX. Professional Leadership and Advocacy

For the complete English as a New Language Standards, refer to [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

The EMC–EAYA/English as a New Language Component 4 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 4 tasks.

You should read the Standards and the rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

## **Inside This Document**

This document includes the following two sections: "[Portfolio Instructions for EMC–EAYA/English as a New Language Component 4](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC–EAYA/English as a New Language Component 4](#)," which provides the scoring rubric used to assess your work.

### **Portfolio Instructions**

The EMC–EAYA/English as a New Language Component 4 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; **follow these directions carefully.**

- An **Electronic Submission at a Glance** chart listing the materials you collect and/or prepare as well as the release forms to keep for your records, as applicable. Submitting complete and appropriate materials is essential for proper scoring of your portfolio entry.

For general information about developing and submitting your materials, refer to the *General Portfolio Instructions* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

For instructions on using the electronic portfolio management system to submit your materials, review the tips, tools, and tutorials and the *Guide to Electronic Submission* at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

### **Scoring Rubric**

The EMC–EAYA/English as a New Language Component 4 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

## Portfolio Instructions for EMC–EAYA/English as a New Language Component 4

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This section contains the directions for developing and submitting the Component 4 EMC–EAYA/English as a New Language portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- an explanation of how to format, assemble, and submit your portfolio entry;
- questions that must be answered as part of your submission.

Before beginning to work on this portfolio entry, read the following directions for developing each element.

### What Do I Need to Do?

This portfolio entry captures your abilities as an effective and reflective practitioner in developing knowledge of your students and then applying that knowledge to advance students' learning and growth. You will show that you base instructional decisions and assessment practices on your knowledge of the students gained from your collaboration with the learning communities as well as your understanding of sound assessment principles. You will demonstrate this understanding through examples of assessments used for formative and summative purposes. You will provide evidence that you use assessments, the information gained from assessments, and other data sources to positively impact the students' learning.

In this entry, you

- describe or build a profile of a group of students by collecting relevant information from families and caregivers, the community, colleagues, and other sources;
- demonstrate that the assessment choices you make in an instructional unit are based on the knowledge of the students that you gain from your collaboration with multiple sources, the learning objectives of the unit, your understanding of sound assessment principles and practices, and how the information is used to effectively plan for and make a positive impact on student learning;
- use your cumulative knowledge of students to analyze and reflect on the effectiveness of your assessment practices and how best to positively impact student learning;
- reflect on your practice to determine a professional learning need and a student need for which you have provided advocacy, collaboration, and/or leadership that positively impacted student learning.

### What Do I Need to Submit?

For this entry, you must submit the forms and evidence described in this section. Refer to the specific sections for each part of the portfolio and the “[Component 4 Electronic Submission at a Glance](#)” chart later in this document for detailed instructions about organizing and formatting your materials and page limits.

- **Contextual Information.** Submit a completed **Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach. You will identify the type of school/program in which you teach, the grade/subject configuration, and the number of students and courses you teach. Include, as well, information necessary to understand your portfolio entry and any significant information about space, staff, access to technology, and/or other constraints.
- **Knowledge of Students.** Select one class or other group of students as the focus for both the Knowledge of Students and the Generation and Use of Assessment Data sections of this portfolio entry. Remember, if you teach an entire class of students, you **must** use the class as your group. Submit a completed **Group Information and Profile Form (no more than 2 pages)** and associated evidence (**no more than 2 pages**).
- **Generation and Use of Assessment Data.** Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. Submit the following forms that describe these assessment materials:
  - a completed **Instructional Context Form (no more than 1 page)**
  - a completed **Formative Assessment Materials Form (no more than 2 pages)** and associated evidence, including the assessment or a description of it (**no more than 2 pages**), results from the assessment (**no more than 2 pages**), and student self-assessments (**no more than 3 pages**)  
Self-assessments from 3 different students (**no more than 3 pages combined**) **must** be included with the Formative Assessment Materials Form. The students’ self-assessments used must reflect a process by which the students monitor and evaluate their learning as well as identify ways to improve performance and understanding.
  - a completed **Summative Assessment Materials Form (no more than 1 page)** and associated evidence, including the assessment or a description of it (**no more than 2 pages**) and results from the assessment (**no more than 2 pages**)

The assessments submitted for Component 4 must be different from those submitted for Component 2. Also, the students whose self-assessments are featured in Component 4 must be different from those students whose work was featured in Component 2.

- **Participation in Learning Communities.** Describe a professional learning need and a student need that you have met by working collaboratively with colleagues or about which you have shared your expertise in a leadership role with the larger learning community. The needs may be based on the same group of students on which the group profile is based, based on an earlier group of students with whom you worked, or from the broader learning community. The learning community may range from the classes you teach to your department, school, or district and may include your own students, the larger student body of your school or district, other teachers, administrators, school service personnel, and families. The needs must have been identified and actions taken to address them **no more than 24 months prior to the opening of the ePortfolio submission window**. However, evidence of the impact on student learning of the actions taken to address the needs must be drawn from no more than **12 months prior to the opening of the ePortfolio submission window**.

Submit the following forms that describe these needs:

- a completed **Description of Professional Learning Need Form (no more than 1 page)** and associated evidence (**no more than 2 pages**)
- a completed **Description of a Student Need Form (no more than 1 page)** and associated evidence (**no more than 2 pages**)

When selecting your activities, consider the following categories of involvement:

- teacher as learner
- teacher as advocate, collaborator, and/or leader
- **Written Commentary.** Write a commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

### Submission Requirements

**Variety of Evidence.** The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting or class. The individual students whose work is featured and any assessments and/or examples of student work submitted for Component 2 must be different from those submitted for Component 4.

**Time Frame for Activities and Evidence Collection.** For the “[Knowledge of Students](#)” and “[Generation and Use of Assessment Data](#)” sections, the period for evidence collection is the 12 months prior to the date of the opening of the ePortfolio submission window as described in the *Guide to National Board Certification*.

In the “[Participation in Learning Communities](#)” section, identification of a professional learning need and a student need and related professional learning/collaboration may occur up to 24 months prior to the date of the opening of the ePortfolio submission window. Evidence of the impact of that professional learning/collaboration on student learning must be no older than the 12 months preceding the ePortfolio submission window. If you submit your portfolio with one or more sections that feature a class, an assessment, a need, and/or evidence that is older than the time frames described above, that response will be considered inappropriate and **will be treated as missing material** during scoring.

**Required Elements.** As you prepare your portfolio, pay careful attention to the forms, information, work samples, and other evidence you are required to submit. It is your responsibility to make sure that your portfolio component materials are complete when they are submitted. You will not be notified of any missing materials. **You will not receive a score for this component if you do not submit any parts of the component or it is lacking critical materials** (e.g., Written Commentary, assessment materials). Even if your portfolio is missing a minor piece, bear in mind that assessors will have less information on which to base their evaluation of your work. The “[Component 4 Electronic Submission at a Glance](#)” chart later in this document summarizes all the pieces that you need to include and can help you check the completeness of your submission.

**Formatting and Page Limitations.** You must also pay careful attention to the formatting guidelines and stated page limits for the various materials you submit. Assessors will only read up to the allowable page limit. Information on pages exceeding the maximum **will not be considered in the scoring of your submission.**

**Language other than English.** Assessments, students' self-assessments, or other evidence submitted may include brief expressions or phrases in a language other than English. The inclusion of such expressions or phrases must be limited because assessors do not have fluency in languages other than English. If expressions or phrases in a language other than English that are important for an assessor to understand are included, you must include brief explanations of these expressions or phrases in the Written Commentary that accompanies your portfolio submission.

If you are submitting an assessment or student self-assessment in a language other than English, you must include a written English translation in the file with the sample. For a translation of a student self-assessment, label the translation (e.g., "Translation of Student 1's Self-Assessment") and include any necessary student identifiers (but do *not* include students' last names). Note that the pages of your translation do not count toward your page totals.

If you do not include a translation or explanation, language other than English will not be considered in the scoring of your submission (except brief non-English terms or phrases commonly used by English speakers). Your submission will be scored based on the portions in English and the translations/explanations you provide. It will be scored as zero if the scorable portions do not merit a score of 1 or higher.

Your Written Commentary must be written entirely in English in order to be considered for scoring.

**Originality Requirements.** It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board's ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

### Accessing Forms for Submission

Refer to the "[Component 4 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

## Selecting the Groups of Students

### For the Group Profile

Choose an entire class of students or other group of your students for which you will develop a profile or description. For English as a New Language, this may be a whole class, a pull-out or push-in group of students, or another configuration appropriate for your professional situation. If you teach a whole class, you **must** feature your entire class. If you teach multiple classes, do **not** combine information from different classes for the group profile. If you work with a number of students who share similar characteristics, but you work with them separately, these students may constitute your group. The featured class must be a rostered class or the group of students must be enrolled in a rostered class during the regular school day and year, not an after-school or summer-school program. Note that at least 51% of the students in the group that you use to complete Component 4 must be within the stated age range for the certificate area during the period in which you collect

evidence for your portfolio. If you do not adhere to the group composition requirements, you will **receive a not scorable (NS) for the component on your score report**. Note that throughout these instructions, “group” refers to either your selected class, if you are using one, or to another group of students as described above.

For the profile, the students must be your students during the current school year or have been within the 12 months preceding your submission. Your response will be considered on the basis of how you develop knowledge of your students through collaboration with families and caregivers, the community, colleagues, and other professionals; analysis of data you gather; and your use of that knowledge to make appropriate assessment choices and to use assessment to improve student learning.

Provide a profile or description of the group of students you selected to feature in this portfolio entry based on the information you gathered. Include relevant characteristics of the **entire** group that will help others “see” the students as a group of learners who will benefit from the information gathered.

The focus is on your knowledge of the students, your collaboration with others as you gain and make decisions based on that knowledge, and assessment—not on the level of student achievement.

If you are in an administrative position or are in an assignment or teaching setting where you do not have a class of your own that matches the parameters of the certificate area in which you are seeking certification, you may borrow another teacher’s class or students in order to complete the portfolio component. Whether working with your own or another teacher’s students, you will be expected to submit authentic materials that represent your individual work. You must meet the time frames specified in these instructions. Your submission will be assessed in terms of the component tasks and the criteria defined by the rubric. Your work will be assessed with the same standards as the work of candidates who present work generated by their own students.

#### **For Generation and Use of Assessment Data**

Use assessment data from the same class or group of students for which you have developed the group profile. Use assessments that are appropriate in the context of the instructional unit and for the students in this group, and that produce accurate and reliable results that contribute to these students’ learning.

#### **For Participation in Learning Communities**

When selecting a group of students for this portion of the portfolio entry, the student needs you consider must come from those identified from your current students and/or needs identified up to two years (24 months) preceding your submission of this portfolio entry. Any professional learning, advocacy, or collaborative activities must have taken place in the current or previous school year (up to 24 months), with **evidence** of the impact of those activities coming from the current school year.

## Knowledge of Students

For the class or group of students you selected as the focus for the Knowledge of Students and Generation and Use of Assessment Data sections of this portfolio entry, you will submit a completed **Group Information and Profile Form (no more than 2 pages)**. Write the following on this form:

- a description of the information about the group of students you collected from multiple sources and how you collected it; for example:
  - collecting and analyzing student assessment data or other school data from previous years
  - collecting observational data
  - obtaining relevant information (e.g., about language, literacy in home language, and culture) from families and caregivers and other school or professional personnel who have worked with these students or similar groups of students
  - exploring community resources for factors that may affect the school and your students
- a detailed profile or description of the entire class or group of students you selected to feature in this portfolio entry based on the information you gathered:
  - Include what you know about this group of students as learners and what affects your instructional decisions.
  - Identify areas that may require future information gathering.
  - Include relevant characteristics of the group that will help others “see” the class or group and understand your instructional and assessment decision making.

Show that you gathered information from **at least two** of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members. In the file **with** the completed **Group Information and Profile Form**, you must include **no more than 2 pages** of evidence; for example:

- progress charting
- email records
- ongoing notes
- other appropriate methods of sharing information

## Generation and Use of Assessment Data

Select a unit and learning objectives that provide opportunities to use assessments for formative and summative purposes with the same class or group of students for which you have developed the profile. Use assessments that are appropriate in the context of the instructional unit and for the students in this group, and that produce accurate and reliable results that contribute to these students’ learning.

You will need to submit information and materials associated with one formative use of assessment and one summative use of assessment. For each type, you may feature either an assessment you created yourself or a ready-made assessment (published, purchased, copyrighted, and/or secure) that you have selected.

While you may feature a ready-made assessment, do not **submit** a copy of a ready-made assessment (in whole or in part) that is copyrighted or otherwise restricted for test security reasons (e.g., many statewide assessments expressly prohibit the disclosure or sharing of the contents of an assessment).

Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. You will submit the following forms that describe these assessment materials:

- a completed **Instructional Context Form (no more than 1 page)** on which you will describe the following:
  - the unit plan
  - the unit objectives
  - why the selected assessments are appropriate for the students and the unit objectives
- a completed **Formative Assessment Materials Form (no more than 2 pages)** and a completed **Summative Assessment Materials Form (no more than 1 page)**. You will submit one file for each assessment form and its corresponding materials, for a total of two files. See important information below about the page limits for these forms. On each form, describe the following:
  - the assessment that you used
  - how the purpose of assessment aligns with learning objectives and how the assessment results support your teaching practice
  - why this assessment is appropriate for the group of students featured in the group profile
  - how the assessment was developed or selected
  - how it was administered and scored
  - how the results are intended to be used

In each file with the completed assessment materials form, include the following:

- **the assessment** if it is teacher-made (**no more than 2 pages per assessment**); do **not** include a copy of a copyrighted or secure ready-made assessment, but instead provide a description of the assessment and its purpose (**no more than 2 pages per assessment**). If you are including the assessment and it is more than **2 pages**, you may select which pages to submit. Consider selecting pages that show different types of assessment questions or activities.
- **data or other results** from the assessment that illustrate patterns, trends, or outliers in students' responses or performance (**no more than 2 pages per assessment**). The assessment results must include results for the **entire** group of students in your profile, not a subset of students. Consider the best way to represent the results to allow for effective and accurate analysis of the outcomes.
- for the formative assessment only, **examples of the use of self-assessment by 3 different students** as part of the assessment process (**no more than 3 pages combined**); for example:
  - student self-evaluation using a rubric or checklist
  - transcript of a conversation between students or between a student and the educatorWhile the students' self-assessments may be tied to the submitted formative assessment, they are not required to be. The examples should, however, reflect the use of self-assessment for formative purposes during the same unit of instruction.

### Page Limits for Assessment Materials

- The file for the **formative assessment** may have a total of **up to 9 pages**:
  - up to 2 pages for the form
  - up to 2 pages for the assessment or description
  - up to 2 pages for the data/results
  - up to 3 pages for the self-assessments
- The file for the **summative assessment** may have a total of **up to 5 pages**:
  - up to 1 page for the form
  - up to 2 pages for the assessment or description
  - up to 2 pages for the data/results

When submitting assessment materials, remember to follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.

You must have a signed National Board Student Release Form for each student whose work samples you submit, as well as a signed National Board Adult Release Form for any adult whose communication (e.g., email, note to the teacher) is included in your submitted portfolio. It is your responsibility to keep these release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component. The National Board release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center).

### How to Format and Submit Your Assessment Materials

- Complete an assessment materials form for each assessment: one formative and one summative (refer to the “[Component 4 Forms](#)” section of this document). Include the associated assessment **only if it is not copyrighted or secure** (do **not** include a copyrighted or secure ready-made assessment) or a description of the assessment and data or other results from the assessment after each form in your file for submission. For the formative assessment, also include examples of the 3 students’ use of self-assessment (one example per student).
- Be sure that your assessment materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.
- Place your candidate ID on each assessment form where indicated. Clearly label the assessment (or description if the assessment itself cannot be included) and the data as “Formative” and “Summative,” as appropriate. Label each student’s use of self-assessment as “Student 1,” “Student 2,” and “Student 3.” **Do not leave personally identifiable information on any documents you submit.**
- Format your materials to fit onto an 8.5" × 11" page.
  - Do not reduce full-sized pages of assessment materials to fit more than one assessment material onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
  - If you need to submit a description in place of the actual assessment, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides (**no more than 2 pages**).

- If materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
- If submitting smaller items (including photos and images, but **not text**), you may format several smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. Each of the items must be large and clear enough for relevant details to be visible without magnification.
- If materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects, video or audio recordings, multi-dimensional product), submit a digitized drawing, image, or photograph of adequate size to be visible without magnification or a description of the materials. If you submit a description, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides. The images or description will count toward your page total.
- Submitted materials with illegible text or images too small to be clearly viewed will not be scored.
- Assessors will only read up to the allowable page limit. Information on pages exceeding the maximum will not be considered in the scoring of your submission.

Refer to the "[Component 4 Electronic Submission at a Glance](#)" chart in this document for the file types acceptable for submission, the number of files to submit, the page counts allowed for each piece of evidence, and how to assemble assessment materials for submission.

## Participation in Learning Communities

As part of this entry, you are asked to include information and evidence of your involvement in learning communities and clearly show how that participation is connected to student learning and your practice. This requires you to describe, analyze, and reflect on your participation in the learning communities relevant to you, your students, and your practice. The learning community may range from the classes you teach to your department, school, or district and may include your own students, the larger student body of your school or district, other teachers, administrators, school service personnel, and families.

While the professional or student needs may be directly related to the subject/s you teach, you may include needs from the broader learning community, as long as addressing those needs is clearly connected to student learning and your practice. Include ways in which this participation impacts your practice of gathering and using information about students to inform your instructional and assessment practices and contributes to positive learning changes for students. Provide evidence of the need for advocacy, collaboration, and/or leadership on your part as well as its impact on student learning by submitting the following:

- A completed **Description of Professional Learning Need Form (no more than 1 page)** on which you will describe the following:
  - a need for professional learning by yourself and/or by yourself and your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time) and assessment practices (**up to 24 months prior to the ePortfolio submission window**)
  - how you met that need (**up to 24 months prior to the ePortfolio submission window**)

In the file with the completed Description of Professional Learning Need Form, **include evidence (no more than 2 pages combined)** of the following:

- evidence of how you met the professional learning need (**up to 24 months prior to the ePortfolio submission window**)

- evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken) (**up to 12 months prior to the ePortfolio submission window**)

The file for the **professional learning need** may have a total of **up to 3 pages**:

- up to 1 page for the form
  - up to 2 pages for the evidence
- A completed **Description of a Student Need Form (no more than 1 page)** on which you will describe the following:
    - a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association) (**up to 24 months prior to the ePortfolio submission window**)
    - how you collaborated with others to meet that student need (**up to 24 months prior to the ePortfolio submission window**)

In the file with the completed Description of a Student Need Form, **include evidence (no more than 2 pages of evidence combined)** of the following:

- evidence of the student need (**up to 24 months prior to the ePortfolio submission window**)
- evidence of how you collaborated with others to meet the student need (**up to 24 months prior to the ePortfolio submission window**)
- evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community) (**up to 12 months prior to the ePortfolio submission window**)

The file for the **student need** may have a total of **up to 3 pages**:

- up to 1 page for the form
- up to 2 pages for the evidence

## Written Commentary

In this entry, you submit a Written Commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

### How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
  - 1. Knowledge of Students**
  - 2. Generation and Use of Assessment Data**
  - 3. Participation in Learning Communities**
  - 4. Reflection**
- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary."
- Refer to the "Writing about Teaching" section in the *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places"

section in the *General Portfolio Instructions*. **Do not leave personally identifiable information on any documents you submit.**

- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
  - Write in English.
  - Use double-spaced 11-point Arial font.
  - Format 1-inch margins on all sides of the document, using an 8.5" × 11" page size.
- Refer to the "Component 4 Electronic Submission at a Glance" chart in this document for complete submission requirements.
- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of no more than 12 double-spaced 8.5" × 11" pages. If you submit a longer document, only the first 12 pages will be scored.

### **What to Include in Your Written Commentary**

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

#### **1. Knowledge of Students** (Suggested length: 2 pages)

In this section, address the following questions:

- *What and who were the sources for the information that you gathered? What guided you in selecting those particular sources of information? Why were those sources appropriate for the information you were collecting and the selected class or group of students? How did you determine the relative importance of the different kinds of information you gathered?*
- *What are some of the trends you identified from the information you gathered from multiple sources? How did you identify or confirm the trends?*
- *What other factors did you take into account when analyzing and reflecting on the various sources of information and why?*
- *Based on your analysis, what are the needs of this group of students and what kinds of supports do you anticipate providing in order to meet those needs in fair and equitable ways? What other educators, professionals, family members, or community members will you need to collaborate with to meet these students' needs and why? [You will show how you apply this information to one particular unit of instruction in the next section.]*

#### **2. Generation and Use of Assessment Data** (Suggested length: 5 pages)

In this section, address the following questions:

- *How did you use the knowledge of this group of students that you collected and developed and the unit objectives to inform the planning of this unit? Specifically, how did that knowledge inform the kinds of assessments (formative and summative) you planned to use and any modifications that would be necessary given students' learning modalities, social and emotional growth, exceptionalities, abilities, interests, etc.?*

- *What steps did you take to ensure the assessment results provided consistent, fair, and accurate information about students' performance?*
- *What did your analysis of the results of the formative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? Cite specific examples from the submitted evidence. What other factors did you take into account as you analyzed and interpreted the results?*
- *What adjustments to the unit plan did you make based on the results of the formative assessment? Be sure to show a direct link between the information you gleaned from the assessment data and the instructional plans you made. Describe what, if any, additional resources or supports you provided or steps you took to work with families, colleagues, or others in the community.*
- *What did your analysis of the results of the summative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? How did that inform future instruction? What other factors did you take into account as you analyzed and interpreted the results?*
- *How did you support students' use of self-assessment during the unit to achieve the unit objectives?*
- *How did you apply the knowledge you accumulated through the multiple sources you consulted and the unit assessments to future instruction with this group of students? Be sure to cite specific examples.*

### **3. Participation in Learning Communities** (Suggested length: 2 pages)

In this section, address the following questions:

- *How did you identify the area of need for professional learning? What factors or information did you consider in determining how to meet that need? What impact did addressing the professional learning need have on student learning?*
- *How did you identify the student need requiring advocacy, collaboration, and/or your leadership? Whom did you work with and what was your role? What factors or information did you consider in determining how to meet the student need? Was the need schoolwide or content-specific? What impact did addressing the student need have on student learning?*

### **4. Reflection** (Suggested length: 3 pages)

In this section, address the following questions:

- *How effective were your efforts to develop knowledge about the class or group of students you selected? In the future, what different approaches or additional steps might you take to further enhance your knowledge of students and why?*
- *How has your assessment practice evolved as you have gained knowledge of your students and learned from your experiences; your interactions with colleagues, students' families and caregivers, and other community members; or your participation in professional development opportunities and learning communities?*
- *Were your professional learning and collaborative learning community activities as effective in advancing students' learning and growth as you expected? If so, what contributed to a positive result? If not, what factors influenced that outcome?*
- *Considering the major areas of professional practice addressed in this entry (developing knowledge of students, collaborating with others, using assessment, participating in learning communities), what is your plan for continuing to have a positive impact on students' learning and growth in the future?*

## Component 4 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files for you to download from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center) and are available for reference on the following pages of this document.

EMC–EAYA/English as a New Language Component 4: Effective and Reflective Practitioner			
What to Submit	Supported File Types	Number of Files to Submit/Response Length	Additional Information
<b>Contextual Information Sheet</b> (form provided)	docx, odt, or pdf	Submit <b>1 file</b> that includes: <ul style="list-style-type: none"> <li>Completed Contextual Information Sheet (<b>no more than 1 page</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> </ul>
<b>Knowledge of Students</b> (form provided)	docx, odt, or pdf	Submit <b>1 file</b> that includes: <ul style="list-style-type: none"> <li>Completed Group Information and Profile Form (<b>no more than 2 pages</b>)</li> <li>Evidence that you gathered information from at least two sources (<b>no more than 2 pages</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> <li>Label evidence appropriately</li> </ul>
<b>Generation and Use of Assessment Data</b> (forms provided)	docx, odt, or pdf	Submit <b>3 files</b> that include: <ol style="list-style-type: none"> <li>Completed Instructional Context Form (<b>no more than 1 page</b>)</li> <li>Formative assessment materials, including:                             <ul style="list-style-type: none"> <li>Completed Formative Assessment Materials Form (<b>no more than 2 pages</b>)</li> <li>Teacher-made formative assessment <b>OR</b> description of copyrighted or secure ready-made assessment (<b>no more than 2 pages</b>)</li> <li>Data or other results from formative assessment (<b>no more than 2 pages</b>)</li> <li>Examples of 3 different students' use of self-assessment (<b>no more than 3 pages combined</b>)</li> </ul> </li> <li>Summative assessment materials, including:                             <ul style="list-style-type: none"> <li>Completed Summative Assessment Materials Form (<b>no more than 1 page</b>)</li> <li>Teacher-made summative assessment <b>OR</b> description of copyrighted or secure ready-made assessment (<b>no more than 2 pages</b>)</li> <li>Data or other results from summative assessment (<b>no more than 2 pages</b>)</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Use 11-point Arial font for forms and descriptions (if any)</li> <li>Single space forms; double space descriptions (if any)</li> <li>Label the assessments and/or descriptions and data as "Formative" and "Summative," as appropriate.</li> <li>Label each student's use of self-assessment as "Student 1," "Student 2," and "Student 3," as appropriate.</li> <li>Do <b>not</b> leave personally identifiable information on any documents you submit.</li> <li>Refer to the "Guidelines for Referring to People, Institutions, and Places" section in the <i>General Portfolio Instructions</i>.</li> </ul>
<b>Participation in Learning Communities</b> (forms provided)	docx, odt, or pdf	Submit <b>2 files</b> that include: <ol style="list-style-type: none"> <li>Completed Description of Professional Learning Need Form (<b>no more than 1 page</b>), including the following evidence (<b>no more than 2 pages of evidence combined</b>):                             <ul style="list-style-type: none"> <li>Evidence of how you met the professional learning need</li> <li>Evidence of the impact of your actions on student learning</li> </ul> </li> <li>Completed Description of a Student Need Form (<b>no more than 1 page</b>), including the following evidence (<b>no more than 2 pages of evidence combined</b>):                             <ul style="list-style-type: none"> <li>Evidence of the student need</li> <li>Evidence of how you collaborated with others to meet the student need</li> <li>Evidence of the impact of the collaboration on those the plan was intended to benefit</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Single space</li> <li>Label evidence appropriately</li> </ul>
<b>Written Commentary</b>	docx, odt, or pdf	Submit <b>1 file (no more than 12 pages)</b>	<ul style="list-style-type: none"> <li>Use 11-point Arial font</li> <li>Double space with 1" margins on all sides</li> </ul>

Release forms are available as PDF downloads from [www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center). **Retain completed release forms for your records; do not submit them with your evidence.**

## Component 4 Forms

This section contains the forms required for Component 4. You must download the word-processing files available at **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**, fill them out electronically, include any associated evidence in the file with the completed form, and then upload the complete electronic file or scanned image to the electronic portfolio management system.

You may not delete any original text on the forms (including the header, footer, title, directions, notes, and prompts) to allow more space for your responses; both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum allowed will not be scored.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose self-assessments are included. These release forms are available as PDF downloads from **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

Remember, all last names on correspondence, assessments, and student self-assessments **must be redacted**. Do **not** leave personally identifiable information on any documents you submit.

Do **not** include a copyrighted or secure ready-made assessment or any other copyrighted materials with your submission.

## Contextual Information Sheet

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, notes, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

Grades: [ ]

Age Levels: [ ]

Number of Students Taught Daily: [ ]

Average Number of Students in Each Class: [ ]

Courses Taught: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

**Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.**

[ ]

## Group Information and Profile Form

**Directions:** Respond to the prompts below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Group Information and Profile Form, include **no more than 2 pages** of evidence (e.g., progress charting, email records, ongoing notes) that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members.

**Candidate ID#:** [ ]

1. Describe the information about the group of students you collected from multiple sources and how you collected it.

[ ]

2. Describe the group of students you selected to feature in this portfolio entry based on the information you gathered.

[ ]

## Instructional Context Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

**Candidate ID#:** [ ]

1. Describe the unit.

[ ]

2. Describe the unit objectives.

[ ]

3. Describe why the selected assessments are appropriate for the students and the unit objectives.

[ ]

## Formative Assessment Materials Form

**Directions:** Respond to the prompt(s) below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Formative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)
- Examples of 3 students' use of self-assessment (**no more than 3 pages**)

**Candidate ID#:** [ ]

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered, how the results were scored/evaluated, and how the results are intended to be used.

[ ]

2. Provide context for the examples of student self-assessments.

[ ]

## Summative Assessment Materials Form

**Directions:** Respond to the prompt(s) below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Summative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)

**Candidate ID#:** [ ]

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered and scored, and how the scores are intended to be used.

[ ]

## Description of Professional Learning Need Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of Professional Learning Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of how you met the professional learning need you described below
- Evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

**Candidate ID#:** [ ]

1. Describe a need for professional learning by yourself and/or your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time).

[ ]

2. Describe the evidence you provided of how you met the professional learning need you described above.

[ ]

## Description of a Student Need Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of a Student Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of the student need
- Evidence of how you collaborated with others to meet the student need
- Evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

**Candidate ID#:** [ ]

1. Describe a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association).

[ ]

2. Describe the evidence you provided of how you collaborated with others to meet the student need you described above.

[ ]

## Scoring Rubric for EMC–EAYA/English as a New Language Component 4

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### Level 4

The **LEVEL 4** performance provides clear, consistent, and convincing evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

#### The Level 4 performance provides *clear, consistent, and convincing* evidence the teacher:

- collaborates effectively with families and caregivers, colleagues, and others to develop information about a group of students and insightfully evaluates the information for relevance and relative importance.
- recognizes that English language learners come from diverse family circumstances and cultures; is particularly sensitive to their students' home lives and family structures; and knows that acquiring an understanding of students' cultures is a continuous process.
- applies the in-depth knowledge gathered about the group of students in planning effective and fair instruction and assessment.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments productively for formative and summative purposes to gain information about student progress and to inform and modify instruction.
- collects, analyzes, and compares data skillfully to identify trends and patterns and uses that information to design, evaluate, and modify instruction and assessment practices to meet students' needs.
- helps students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully enabling students to use assessment as a tool to take responsibility for their own learning.
- actively encourages, guides, and supports student self-assessment to help students become active participants in their education and to evaluate and think critically about their performance.
- systematically and insightfully reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- methodically expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute measurably to student learning and growth.

Overall, there is *clear, consistent, and convincing* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

## Level 3

The **LEVEL 3** performance provides *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

### The Level 3 performance provides *clear* evidence the teacher:

- collaborates appropriately with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- recognizes that English language learners come from diverse family circumstances and cultures; is sensitive to their students' home lives and family structures; and knows that acquiring an understanding of students' cultures is a continuous process.
- adequately applies the knowledge gathered about the group of students in planning instruction and assessment.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments adequately for formative and summative purposes to gain information about student progress and to inform and modify instruction.
- collects, analyzes, and compares data capably to identify trends and patterns and uses that information to design, evaluate, and modify instruction to meet students' needs.
- helps students adequately apply feedback from assessments in ways that positively impact the students' learning, routinely enabling students to use assessment as a tool to take responsibility for their own learning.
- encourages, guides, and supports student self-assessment to help students become active participants in their education and to evaluate and think critically about their performance.
- regularly reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth.

Overall, there is *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

## Level 2

The **LEVEL 2** performance provides *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

### The Level 2 performance provides *limited* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance. The information gathered may be incomplete or superficial.
- recognizes that English language learners come from diverse family circumstances and cultures; is sometimes sensitive to their students' home lives and family structures; and tries to remember that acquiring an understanding of students' cultures is a continuous process.
- applies the knowledge gathered about the group of students in planning instruction and assessment. The connection between the gathered information about the students and the unit objectives, instruction, and/or assessments may be unclear or weak.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be inappropriate or ineffective for the intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, or modify instruction to meet students' needs. The data may be incomplete or the effect of the data on instruction is vague or general.
- helps students apply feedback from assessments in ways that positively impact the students' learning.
- guides and supports student self-assessment to help students become active participants in their education and evaluate and think critically about their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The link between activities for expanding one's professional knowledge and the impact on student learning and growth may be unclear or weak.

Overall, there is *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

### The Level 1 performance provides *little or no* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- recognizes that English language learners come from diverse family circumstances and cultures; is occasionally sensitive to their students' home lives and family structures; and seldom remembers that acquiring an understanding of students' cultures is a continuous process.
- applies the knowledge gathered about the group of students in planning instruction and assessment. There may be little or no connection between the gathered information about the students and the unit objectives, instruction, and/or assessments.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning. There may be gaps or poor articulation between steps in the process.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be missing and/or disconnected from their intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction. The data may be incomplete or minimal and not used effectively to impact instruction.
- helps some students apply feedback from assessments in ways that impact the students' learning.
- supports student self-assessment to help students become active participants in their education and encourages students to evaluate their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The cited activities may be trivial and/or have little connection to student learning and growth.

Overall, there is *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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The National Board for Professional Teaching Standards, Inc. has been funded in part with grants from the U.S. Department of Education. The contents of this publication do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the sponsors.

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## Contextual Information Sheet

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, notes, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.

**Candidate ID#:** [ ]

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[ ]

2. Briefly identify.

Grades: [ ]

Age Levels: [ ]

Number of Students Taught Daily: [ ]

Average Number of Students in Each Class: [ ]

Courses Taught: [ ]

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

**Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.**

[ ]

## Description of Professional Learning Need Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of Professional Learning Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of how you met the professional learning need you described below
- Evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

**Candidate ID#:** [ ]

1. Describe a need for professional learning by yourself and/or your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time).

[ ]

2. Describe the evidence you provided of how you met the professional learning need you described above.

[ ]

## Description of a Student Need Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Description of a Student Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of the student need
- Evidence of how you collaborated with others to meet the student need
- Evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

**Candidate ID#:** [ ]

1. Describe a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association).  
[ ]
2. Describe the evidence you provided of how you collaborated with others to meet the student need you described above.  
[ ]

## Formative Assessment Materials Form

**Directions:** Respond to the prompt(s) below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Formative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)
- Examples of 3 students' use of self-assessment (**no more than 3 pages**)

**Candidate ID#:** [ ]

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered, how the results were scored/evaluated, and how the results are intended to be used.

[ ]

2. Provide context for the examples of student self-assessments.

[ ]

## Group Information and Profile Form

**Directions:** Respond to the prompts below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Group Information and Profile Form, include **no more than 2 pages** of evidence (e.g., progress charting, email records, ongoing notes) that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members.

**Candidate ID#:** [ ]

1. Describe the information about the group of students you collected from multiple sources and how you collected it.

[ ]

2. Describe the group of students you selected to feature in this portfolio entry based on the information you gathered.

[ ]

## Instructional Context Form

**Directions:** Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

**Candidate ID#:** [ ]

1. Describe the unit.

[ ]

2. Describe the unit objectives.

[ ]

3. Describe why the selected assessments are appropriate for the students and the unit objectives.

[ ]

## Summative Assessment Materials Form

**Directions:** Respond to the prompt(s) below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Summative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)

**Candidate ID#:** [ ]

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered and scored, and how the scores are intended to be used.

[ ]



# Forms



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National Board Certification®

# Eligibility Verification Forms and Instructions

*Effective 2018*

**Note: The National Board will routinely audit candidate records and request proof of meeting the eligibility prerequisites as outlined in the *Guide to National Board Certification*. If you have not been selected to participate in the audit, do not submit these Eligibility Verification Forms.**

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# INSTRUCTIONS

Follow the steps in this section to determine whether you meet the eligibility requirements for National Board Certification®. To be eligible, you must submit proof that you meet all employment, licensure, and education requirements prior to starting the certification process. Because teaching situations vary widely across the country, candidates are strongly urged to call 1-800-22TEACH (83224) to clarify these rules prior to applying and making payment, as the application charge and initial fee are nonrefundable.

If you meet the three requirements listed below, you may use the combined **Candidate Eligibility Verification Form**:

- (1) Have worked for at least three years in the same state-supported school district.
- (2) Were required to hold at least a bachelor's degree for employment at this school (note, candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license).
- (3) Were required to hold a valid state teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate) for the three years of employment at this school.

If you do not meet the requirements above, you must complete and submit the following forms:

- **Candidate Education Verification Form**
- **Candidate Employment Verification Form**
- **Candidate License Verification Form**
- **Candidate Workplace Verification Form**

All of the forms listed above are included in this document. Submit your completed forms to us, using the [National Board web form](#) on the National Board's Contact Us page.

**ECYA/School Counseling Candidates:** To apply for this certificate area, you must have been employed as a school counselor (not as a classroom teacher) at the pre-K through 12 level for a minimum of three years, meet the licensure requirements established by your state for a "school counselor," and have held that valid license during those years of employment.

## COMPLETING AND SUBMITTING REQUIRED FORMS

Almost all verification forms request information from you and from institution(s). It may take time for the institution(s) to complete these forms; the National Board encourages you to submit them to the appropriate institution(s) as soon as possible. Before you submit any forms to an institution, complete the following steps:

- Complete your portion of the forms as instructed.
- Sign your name.
- Write your National Board ID number in the space provided.

Because you are responsible for submitting all documentation to the National Board, you will need to instruct the institution(s) to return the completed form(s) directly to you. Remember that you will sign these forms attesting that the information is accurate.

Submit all completed forms and documentation to verify you meet the eligibility requirements at the same time - the National Board is unable to process individual forms that are sent separately. Once you have received all signed and completed forms from the necessary institution(s), submit them together using the [National Board web form](#) on the National Board's Contact Us page. You will need to create a Zip file or convert your individual forms to a multi-paged PDF before submitting.

If the National Board does not receive these completed forms by the established deadline, you will be declared ineligible for National Board Certification, and your registration will be withdrawn.

WRITE YOUR NATIONAL BOARD ID NUMBER HERE

## CANDIDATE ELIGIBILITY VERIFICATION FORM

This **combined** form is for use **ONLY** if you (1) have worked for at least three years (or the equivalent) at the same state-supported school district, (2) are required to hold at least a bachelor's degree (or its equivalent if applying for the CTE certificate) for employment at this school, and (3) are required to hold a valid state teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate) for the three years of employment at this school. (Employment under an intern or similar license is not acceptable for candidacy.) **You must meet the three requirements listed above. If you do not meet all three requirements, you are not eligible to use this form and must complete and submit the individual forms. If you are working at a facility that does not require a teaching or school counseling license, you cannot use this form**

**Candidate:** Write your National Board ID number in the space provided, complete the top part of the form, and **attach a copy of your current, valid state teaching license** (or current, valid state school counseling license if you applied for the ECYA/School Counseling certificate) and any other teaching licenses you have held for the three years of employment. Then give the form to your employer to review, sign, and submit. **If you worked at more than one school in the same state-supported school district, this form must be signed by a District Employment Officer.**

Principal/District Employment Officer \_\_\_\_\_  
 District \_\_\_\_\_  
 School(s) \_\_\_\_\_  
 School Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

By my signature, I hereby authorize National Board or its designated representative to verify the information provided on this form. I further authorize my employer to release my employment information to National Board for this purpose and hereby release them from any liability related to the issuance of this information. I affirm to National Board that (1) my current employment is at a state-supported school district; (2) I have earned at least a bachelor's degree (or its equivalent) from an accredited institution; and (3) I hold a current, valid state teaching license/certificate (school counseling license if I applied for the ECYA/School Counseling certificate). I also represent that the information on this form is true, and I understand that if I misrepresent or falsify information on this form, National Board Certification® shall be denied or, if granted, revoked.

_____ <i>Signature</i>		_____ <i>Date You Applied for Candidacy</i>
_____ <i>Full Name (Print)</i>	_____ <i>Maiden Name</i>	_____ <i>Last 4 Digits of Your Social Security Number</i>
_____ <i>License/Certificate Number</i>	_____ <i>Date Issued</i>	_____ <i>Expiration Date</i>

**Principal OR District Employment Officer:** If any of the statements below are not true, then do not sign this form. If the statements below are true, then submit the form to the email address below as soon as possible.

By my signature, I attest that the information on this form is true, and I understand that if I misrepresent or falsify information on this form, National Board Certification shall be denied this candidate or, if granted, revoked.

- The facility listed above is an early childhood, elementary, middle, or secondary school facility.
- The candidate has been employed in this school district for at least three years or the equivalent. See reverse for additional explanation.
- The candidate has held a current, valid state teaching license/certificate during the years employed at this facility (school counseling license if an ECYA/School Counseling candidate). (Employment under an intern or similar license is not acceptable for candidacy.)
- I have the ability and authority to verify employment within the school district.

_____ <i>Signature</i>	_____ <i>Date</i>	_____ <i>Phone</i>
_____ <i>Name (Print)</i>	_____ <i>Title</i>	

**Principal/District Employment Officer: Please return this completed form to the candidate.**

**Candidate: Refer to the *Completing and Submitting Required Forms* section of this document for instruction on how to submit this form.**

# INSTRUCTIONS FOR DETERMINING YEARS OF EMPLOYMENT

Candidates for National Board Certification (1) are required to submit verification of three years (or the equivalent) of successful teaching (or three years successfully serving as a school counselor if the candidate applied for the ECYA/School Counseling certificate) at one or more early childhood, elementary, middle, or secondary school facilities either located within the United States or at an institution accredited by one of the regional agencies recognized by the U.S. Secretary of Education; and (2) must have held the appropriate valid license/credential during those three years. Time spent in administrative positions, teaching or school counseling at the postsecondary level (community college or university/college), student teaching or in teaching internships (or student practica or school counseling internships), teaching under an intern license, and/or as a teacher's assistant does not count toward the requirement.

Candidates for certificate areas other than ECYA/School Counseling who have taught part time are eligible, provided that they have employment that is the equivalent of three years of teaching. Substitute teachers may count teaching time spent in long-term assignments toward the three years; substitute teaching that consists of short-term or on-call assignments does not accrue toward the three years. The three years of employment must have been completed prior to the candidate's application date as recorded on the front of this form and must have been done under a valid teaching license. Successful teaching means the candidate did not have his/her teaching license suspended or revoked during the period of employment being verified.

Candidates for ECYA/School Counseling who have served as a school counselor part time are eligible, provided that they have school counseling employment that is the equivalent of three years of full-time school counseling. The three years of employment must have been completed prior to the candidate's application date as recorded on the front of this form. Successful service as a school counselor means that the candidate did not have his/her school counseling license suspended or revoked during the period of employment being verified.

Use the matrix below to determine if the employment being verified is the equivalent of three years of teaching or school counseling.

Employment Status	Years of Employment	You are qualified to use this form if...
Full time, partly nonteaching or noncounseling	Multiply the number of years of employment at your facility/district prior to the candidate's application date by the percentage of time spent teaching or school counseling (for example, 6 years $\times$ 50% teaching = 3 years of full-time equivalent teaching employment).	Your calculations result in three years of full-time equivalent teaching or school counseling employment as defined on this form. Be certain that your calculations only include time employed under a valid teaching or school counseling license.
Part time	Multiply the number of years of employment prior to the candidate's application date by the percentage of time the candidate is employed (for example, 4 years $\times$ 75% school counseling = 3 years of full-time equivalent school counseling employment).	
Long-term substitute	Add up the length of the long-term teaching assignments completed at your facility/district prior to your application date.	

If you have questions about how to complete this form, call 1-800-22TEACH (83224).

**IF YOU DO NOT MEET THE REQUIREMENTS TO COMPLETE THE CANDIDATE ELIGIBILITY VERIFICATION FORM, YOU MUST COMPLETE AND SUBMIT THE FOLLOWING FORMS:**

- **Candidate Education Verification Form**
- **Candidate Employment Verification Form**
- **Candidate License Verification Form**
- **Candidate Workplace Verification Form (if applicable)**

## Step 1: Education

You must possess a bachelor's, master's, or doctoral degree from an accredited institution—defined as a university or college that is authorized or accepted by a state as fulfilling the state's educational requirement for initial teaching or school counseling licensure. (Completion of degree requirements without award of a degree is not acceptable verification of the education requirement.) If you hold a degree awarded by an institution outside the United States, you may need to submit proof that the degree is equivalent to at least a bachelor's degree from an accredited institution (see instructions below). Note: Candidates registering for the Career and Technical Education (CTE) certificate are required to hold a bachelor's degree only if their state required one for their current license. If you have applied for the CTE certificate and are not required by your state to hold a bachelor's degree, complete the top half of the form and check the box pertaining to CTE.

**Do you possess a bachelor's, master's, or doctoral degree from an accredited institution (or its documented equivalent), awarded prior to the date you applied for candidacy?**

- Yes** Complete the Candidate Education Verification Form then **go to Step 2**.
- No** You are not eligible for National Board Certification.
- Yes** I have applied for the Career and Technical Education certificate and a bachelor's degree is not required by my state in order to hold a teaching license.

## Candidate Education Verification Form

To complete this form, be sure to do the following:

- Fill in all information above the Educational Institution Officer box.
- Sign the form on the signature line.
- Write your National Board ID number in the space provided.

**Then** do one of the following:

- Send the form to the educational institution that conferred your bachelor's, master's, or doctoral degree.  
**OR**
- Apply online for degree verification at the National Student Clearinghouse website ([www.degreeverify.com](http://www.degreeverify.com)), and submit their degree-verification certificate along with your Education Verification Form to National Board. (Any other degree verification service may not be acceptable.) For this option, the educational institution officer does not need to sign the Education Verification Form.  
**OR**
- Submit an official transcript with your Education Verification Form to National Board. For this option, the educational institution officer's signature is not required.

If your degree was awarded by an institution outside the United States and your state determined the equivalency of your degree to issue you a state teaching or school counseling license, you may attach to the form copies of (1) the state's credentialing report and (2) your current license. You will not need to verify equivalency through a National Association of Credential Evaluation Services (NACES) institution. If your state did not do this, you will need to submit transcripts to an organization belonging to NACES and attach the resulting documentation on organization letterhead to the form. Following is a table of NACES organizations. (You can find organization websites and e-mail addresses at the NACES website [[www.naces.org/members.htm](http://www.naces.org/members.htm)].)

**NATIONAL ASSOCIATION OF CREDENTIAL EVALUATION SERVICES (NACES) MEMBERS**

<p><b>Academic Evaluation Services, Inc.</b> 11700 N 58<sup>th</sup> Street G &amp; H Tampa, FL 33617 (813) 374-2020 FAX: (813) 374-2023</p>	<p><b>e-ValReports</b> 10924 Mukilteo Speedway, #290 Mukilteo, WA 98275 (425) 349-5199 FAX: (425) 349-3420</p>	<p><b>International Academic Credential Evaluators, Inc.</b> PO Box 2465 Denton, TX 76202-2465 (940) 383-7498 FAX: (940) 382-4874</p>
<p><b>A2Z Evaluations, LLC</b> 216 F Street, #29 Davis, CA 95616 (530) 400-9266</p>	<p><b>Evaluation Service, Inc.</b> 333 W. North Avenue, #284 Chicago, IL 60610 (847) 477-8569 FAX: (312) 587-3068</p>	<p><b>International Consultants of Delaware, Inc.</b> 3600 Market Street, Suite 450 Philadelphia, PA 19104 (215) 387-6950 ext. 603 FAX: (215) 349-0026</p>
<p><b>Center for Applied Research, Evaluations, &amp; Education, Inc.</b> PO Box 18358 Anaheim, CA 92817 (714) 237-9272 FAX: (714) 237-9279</p>	<p><b>Foreign Academic Credential Service, Inc.</b> PO Box 400 Glen Carbon, IL 62034 (618) 656-5291 FAX: (618) 656-5292</p>	<p><b>International Education Research Foundation, Inc.</b> PO Box 3665 Culver City, CA 90231-3665 (310) 258-9451 FAX: (310) 342-7086</p>
<p><b>Education International, Inc.</b> 29 Denton Road Wellesley, MA 02482 (781) 235-7425 FAX: (781) 235-6831</p>	<p><b>Foreign Educational Document Service</b> PO Box 4091 Stockton, CA 95204 (209) 948-6589</p>	<p><b>Josef Silny &amp; Associates, Inc.</b> <b>International Education Consultants</b> 7101 SW 102 Avenue Miami, FL 33173 (305) 273-1616 FAX: (305) 273-1338</p>
<p><b>Educational Credential Evaluators, Inc.</b> PO Box 514070 Milwaukee, WI 53203-3470 (414) 289-3400 FAX: (414) 289-3411</p>	<p><b>Foundation for International Services, Inc.</b> 14926 35th Avenue West, Suite 210 Lynnwood, WA 98087 (425) 248-2255 FAX: (425) 248-2262</p>	<p><b>SpanTran: The Evaluation Company</b> 2400 Augusta Drive, Suite 451 Houston, TX 77057 (713) 266-8805 FAX: (713) 789-6022</p>
<p><b>Educational Perspectives, NFP</b> PO Box 618056 Chicago, IL 60661-8056 (312) 421-9300 FAX: (312) 421-9353</p>	<p><b>Global Credential Evaluators, Inc.</b> PO Box 9203 College Station, TX 77842-9203 (800) 707-0979 FAX: (512) 388-3174</p>	<p><b>World Education Services, Inc.</b> PO Box 5087 Bowling Green Station New York, NY 10274-5087 (212) 966-6311 FAX: (212) 739-6100</p>
<p><b>Educational Records Evaluation Service, Inc.</b> 601 University Avenue, Suite 127 Sacramento, CA 95825 (916) 921-0790 FAX: (916) 921-0793</p>	<p><b>Global Services Associates, Inc.</b> 409 North Pacific Coast Highway, #393 Redondo Beach, CA 90277 (310) 828-5709 FAX: (310) 828-5709</p>	

WRITE YOUR NATIONAL BOARD ID NUMBER HERE
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## CANDIDATE EDUCATION VERIFICATION FORM

**Candidate:** Write your National Board ID number in the space provided, complete the top part of this form, and give the form to the educational institution that conferred your bachelor's, master's, or doctoral degree (or its equivalent) for that institution to complete and submit.

University/College \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

I have applied for the CTE certificate area and a bachelor's degree is not required by my state in order to hold a teaching license.

By my signature, I hereby authorize the National Board for Professional Teaching Standards® (National Board®) or its designated representative to verify information regarding my educational background as indicated on my application. I further authorize the above-indicated institution to release my educational background information to National Board for this purpose and hereby release them from any liability related to the issuance of this information. I also represent that the information on this form is true, and I understand that if I misrepresent or falsify information on this form, National Board Certification® shall be denied or, if granted, revoked.

<i>Signature</i>	<i>Date You Applied for Candidacy</i>
<i>Name (Print)</i>	<i>Last 4 Digits of Your Social Security Number</i>
<i>Previous Last/Maiden Name</i>	<i>Year of Graduation</i>
<i>Years of Attendance</i>	<i>Degree</i>

<b>Educational Institution Officer:</b> If you are able to verify the following information regarding the candidate, complete the form and submit it to the email address below as soon as possible.			
Degree Type (circle one):	Bachelor's      Master's      Doctoral	Year Granted _____	
<i>Signature</i>	<i>Title</i>	<i>Date</i>	

**Educational Institution Officer:** Please return this completed form to the candidate.  
**Candidate:** Refer to the *Completing and Submitting Required Forms* section of this document for instruction on how to submit this form.

## Step 2: Employment

You must have completed three years of successful teaching (or successfully served three years as a school counselor if you applied for the ECYA/School Counseling certificate) at one or more early childhood, elementary, middle, or secondary school(s).

- The three years of employment **must have been completed prior to the date you applied for candidacy**.
- The three years of employment must have taken place in one or more facilities located within the United States or accredited by one of the regional agencies recognized by the U.S. Secretary of Education. If employed by a school outside the United States, you must submit a letter from one of these agencies specifying that the school at which you were employed was accredited during the period of your employment. (A list of relevant regional accrediting agencies is provided on page 8.)
- You must have held a valid state license (not an intern or a similar license) during the three years of employment you verify.
- Successful teaching or school counseling, at a minimum, means that your teaching or school counseling license was unencumbered (e.g., not suspended or revoked) during the period of employment being verified.

### Administrative/Adult Learner Teaching Positions

If you are a teacher in an administrative position or a teacher who is teaching in the adult learner community, you must be able to provide evidence of three years of classroom teaching (or the equivalent) at the pre-K through 12 level in order to pursue National Board Certification in any certificate area except ECYA/School Counseling.

### Part-Time or Substitute Teaching

If you teach part time, you are eligible in any certificate area except ECYA/School Counseling, provided your teaching employment is equivalent to three years of full-time teaching. (For example, if your teaching assignment is 50% of a full-time assignment at your school/district, you must have taught for at least six years.) If you are a substitute teacher, you may count teaching time spent in long-term assignments toward the three years, but not short-term or on-call assignments, provided you did so under a valid state teaching license.

### Part-Time School Counseling

If you serve as a school counselor part time, you are eligible to be an ECYA/School Counseling candidate, provided your counseling employment is equivalent to three years of full-time counseling. (For example, if your school counseling assignment is 50% of a full-time assignment at your school/district, you must have served as a school counselor for at least six years.)

**The following do *not* count toward the employment requirement:**

- Employment as an administrator.
- Student teaching or teaching internships (or student practica or school counseling internships).
- Employment as a teacher's assistant.
- Postsecondary teaching at a community college or university/college. If you teach students over the age of 18, you must teach at the pre-K through 12 level (e.g., vocational classes in a high school setting).
- Employment under an intern or similar teaching license.

**Have you completed three years of successful teaching (or three years successfully serving as a school counselor if you applied for the ECYA/School Counseling certificate) at one or more early childhood, elementary, middle, or secondary schools, as defined above?**

- Yes** Complete the Candidate Employment Verification Form then **go to Step 3**.
- No** **Stop.** You are not eligible for National Board Certification.

# Candidate Employment Verification Form

To complete this form, be sure to do the following:

- Fill in all information above the Principal OR District Employment Officer box.
- Sign on the signature line.
- Write your National Board ID number in the space provided.
- Be sure to record the date you applied for candidacy.
- Send the form to the personnel office of each facility for which you are verifying employment to meet the three-year teaching or school counseling requirement.
- Have each facility complete and submit the form to National Board.
- Be sure to ask for documentation of employment only as a teacher (or only as a school counselor if you applied for the ECYA/School Counseling certificate) at an early childhood, elementary, middle, or secondary school.

Each form should show the length of employment you are verifying from that facility. Do not include information on the form about employment in a nonteaching, noncounseling position (e.g., principal), or at a level outside the range of early childhood through secondary school (e.g., college or university teaching).

If you are verifying employment at an institution outside the United States, you must (1) complete and submit a Candidate Workplace Verification Form for that employer and (2) provide documentation from one of the accrediting agencies recognized by the U.S. Secretary of Education. Following are the two regional accrediting agencies that handle institutions outside the United States.

REGIONAL INSTITUTIONAL ACCREDITING AGENCIES	
<b>Middle States Commission on Higher Education</b> Dr. Elizabeth H. Sibolski, President 3624 Market Street Philadelphia, PA 19104 (267) 284-5000 FAX: (215) 662-5501 E-MAIL: info@msche.org	<b>Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities</b> Ralph Wolff, President and Executive Director 985 Atlantic Avenue, Suite 100 Alameda, CA 94501 (510) 748-9001 FAX: (510) 748-9797 E-MAIL: wascsr@wascsenior.org

Access [http://www2.ed.gov/admins/finaid/accred/accreditation\\_pg6.html](http://www2.ed.gov/admins/finaid/accred/accreditation_pg6.html) for a complete list. A letter on accrediting agency letterhead must be submitted that specifies the name of the school you are submitting for your employment requirement. If you have questions about employment at a facility outside the United States, please contact National Board at 1-800-22TEACH (83224).

WRITE YOUR NATIONAL BOARD ID NUMBER HERE

## CANDIDATE EMPLOYMENT VERIFICATION FORM

**Candidate:** Write your National Board ID number in the space provided, complete the top part of this form, and give the form to your employer to complete and submit. (You may reproduce this form as needed to send to multiple employers. For every employer that is an institution outside the United States, you will also need to provide a Candidate Workplace Verification Form.) **If you worked at more than one school in the same state-supported school district, this form must be signed by a District Employment Officer.**

Principal/District Employment Officer \_\_\_\_\_  
 District \_\_\_\_\_  
 School Name \_\_\_\_\_  
 Street Address \_\_\_\_\_  
 City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

By my signature, I hereby authorize the National Board for Professional Teaching Standards® (National Board®) or its designated representative to verify information regarding my employment background as indicated on my application. I further authorize the above-indicated employer to release my employment information to National Board for this purpose and hereby release them from any liability related to the issuance of this information. I also represent that the information on this form is true, and I understand that if I misrepresent or falsify information on this form, National Board Certification® shall be denied or, if granted, revoked.

Signature \_\_\_\_\_ Date You Applied for Candidacy \_\_\_\_\_  
 Full Name (Print) \_\_\_\_\_ Maiden Name \_\_\_\_\_ Last 4 Digits of Your Social Security Number \_\_\_\_\_

**Principal OR District Employment Officer:** Fill in the box of the correct answer to each question. Then complete the form and submit it the email address below as soon as possible.

<p>1. Is this facility an early childhood, elementary, middle, or secondary school?  <input type="checkbox"/> <b>Yes</b>  <input type="checkbox"/> <b>No</b> (Return this form to the candidate. He/she is not eligible for National Board Certification.)</p> <p>2. Has the candidate been employed at your facility for at least three years as a full-time teacher (or three years as a school counselor if the candidate applied for the ECYA/School Counseling certificate) under a valid state teaching license prior to the candidate's application date as recorded on this form?  <input type="checkbox"/> <b>Yes</b>  <input type="checkbox"/> <b>No</b></p>	<p>3. Using the chart on the back of this form as a guide, fill in the box below that corresponds to the length of full-time teaching or school counseling employment (or its equivalent) under a valid state teaching license at your school prior to the date (see above) the candidate applied for candidacy.</p> <p><input type="checkbox"/> <b>0.5 year</b>    <input type="checkbox"/> <b>1.5 years</b>    <input type="checkbox"/> <b>2.5 years</b></p> <p><input type="checkbox"/> <b>1.0 year</b>    <input type="checkbox"/> <b>2.0 years</b>    <input type="checkbox"/> <b>3.0+ years</b></p>
Signature _____	Date _____
Title _____	(_____) _____ Phone

**Principal/District Employment Officer:** Please return this completed form to the candidate.  
**Candidate:** Refer to the *Completing and Submitting Required Forms* section of this document for instruction on how to submit this form.

## INSTRUCTIONS FOR QUESTION 3

Candidates for National Board Certification (1) are required to submit verification of three years (or the equivalent) of successful teaching (or three years successfully serving as a school counselor if the candidate applied for the ECYA/School Counseling certificate) at one or more early childhood, elementary, middle, or secondary school facilities either located within the United States or at an institution accredited by one of the agencies recognized by the U.S. Secretary of Education; and (2) must have held the appropriate valid license/credential during those three years. Time spent in administrative positions, teaching or school counseling at the postsecondary level, student teaching or in teaching internships (or student practica or school counseling internships), teaching under an intern or similar license, and/or as a teacher's assistant does not count toward the requirement.

Candidates for certificate areas other than ECYA/School Counseling who have taught part time are eligible, provided that they have employment that is the equivalent of three years of teaching. Substitute teachers may count teaching time spent in long-term assignments toward the three years; substitute teaching that consists of short-term or on-call assignments does not accrue toward the three years. The three years of employment must have been completed prior to the candidate's application date as recorded on the front of this form and must have been done under a valid teaching license. Successful teaching means the candidate did not have his/her teaching license suspended or revoked during the period of employment being verified.

Candidates for ECYA/School Counseling who have served as a school counselor part time are eligible, provided that they have school counseling employment that is the equivalent of three years of full-time school counseling. The three years of employment must have been completed prior to the candidate's application date as recorded on the front of this form. Successful service as a school counselor means the candidate did not have his/her school counseling license suspended or revoked during the period of employment being verified.

Use the matrix below to determine the proper box to fill in on Question 3.

<b>Employment Status</b>	<b>Years of Employment</b> (Be certain that your calculations only include time employed under a valid teaching or school counseling license.)
Full time	Determine the number of years of employment at your facility prior to the candidate's application date, rounded to the closest half-year.
Full time, partly nonteaching or noncounseling	Multiply the number of years of employment prior to the candidate's application date by the percentage of time spent teaching or school counseling (for example, 6 years $\times$ 50% teaching = 3 years of full-time equivalent teaching employment).
Part time	Multiply the number of years of employment prior to the candidate's application date by the percentage of time the candidate is employed (for example, 4 years $\times$ 75% school counseling = 3 years of full-time equivalent school counseling employment).
Long-term substitute	Add up the length of the long-term teaching assignments completed at your facility prior to the candidate's application date.

If you have questions about how to complete this form, call 1-800-22TEACH (83224).

## Step 3: License

You must have held a valid state teaching license (or have met the licensure requirements established by your state for a “school counselor” and held that valid license if you applied for the ECYA/School Counseling certificate) for each of the years of employment you verify in Step 2. Employment under intern or similar licensure does not meet the licensure prerequisite. In addition, your license must have been unencumbered (e.g., not suspended or revoked) during your employment as a teacher or school counselor. If you are currently teaching in a facility that requires a state-issued license, you must hold a valid license from the time of National Board Certification application and throughout your candidacy period.

If part or all of the employment you are verifying in Step 2 was served at a facility in which a state teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate) was not required, you should use the Candidate Workplace Verification Form to document that employment.

**Were you required by the state to have a valid teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate) for the years of employment in Step 2?**

**Yes**

**Did you hold a valid teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate), not an intern or similar license, for the years of employment, as required by your state?**

**Yes** If you also meet the education and employment requirements defined in Steps 1 and 2, you are eligible to pursue National Board Certification. Go to the next section. Complete and submit the Candidate License Verification Form with a copy of your teaching license.

**No** **Stop.** You are not eligible for National Board Certification

**No**

**Was the facility in which you taught for the years of employment approved by the state to operate?**

**Yes** If you also meet the education and employment requirements defined in Steps 1 and 2, you are eligible to pursue National Board Certification. Go to the next section. Complete and submit the Candidate License Verification Form; fill out the top portion of the Candidate Workplace Verification Form and give it to your employer to complete and submit to National Board.

**No** **Stop.** You are not eligible for National Board Certification.

## Candidate License Verification Form

To complete this form, be sure to do the following:

- Provide the correct information as instructed on the form.
- Sign on the signature line.
- Write your National Board ID number in the space provided.
- Attach a copy of your teaching or school counseling license(s).

If you are verifying employment at one or more facilities that did not require you to hold a state teaching/school counseling license/certificate, see the instructions for the Candidate Workplace Verification Form.

WRITE YOUR NATIONAL BOARD ID NUMBER HERE

**CANDIDATE LICENSE VERIFICATION FORM**

**Candidate:** Write your National Board ID number in the space provided, check the box with the correct answer to Question 1, and follow the instructions to complete the form.

- Did you hold a valid teaching license/certificate (or school counseling license if applying for the ECYA/School Counseling certificate) for the three years of employment indicated on your Candidate Employment Verification Form(s)? Employment under an intern or similar license does not count toward the three-year requirement.
  - Yes** (Skip Question 2. Complete the rest of the form and **submit a copy of your current teaching or school counseling license with this form.**) If more than one license was held for the three years of employment indicated on your Candidate Employment Verification Form(s), submit copies of all that were applicable.
  - No** (Go to Question 2. Complete the rest of the form and submit it. You will also need to submit the Candidate Workplace Verification Form to document that you were not required to hold a valid state license (or school counseling license if you applied for the ECYA/School Counseling certificate) for all or part of the employment you are verifying.
- A valid teaching/school counseling license/certificate was not required by my place of employment for the following reason(s):
  - Early childhood/pre-K facility
  - Private school
  - School outside the United States
  - Other \_\_\_\_\_

By my signature, I affirm that the information on this form is true and I understand that if I misrepresent or falsify information on this form, National Board Certification<sup>®</sup> shall be denied or, if granted, revoked; that my attached license was valid for the three years of employment listed on my Candidate Employment Verification Form; and that the copy of my teaching or school counseling license attached to this form is a true copy of the original and has not been altered in any way.

<i>Signature</i>	<i>Date</i>
<i>Name (Print)</i>	<i>Last 4 Digits of Your Social Security Number</i>
<i>Previous Last/Maiden Name</i>	<i>Dates Covered by License</i>

**Candidate:** Refer to the *Completing and Submitting Required Forms* section of this document for instruction on how to submit this form.

WRITE YOUR NATIONAL BOARD ID NUMBER HERE

**CANDIDATE WORKPLACE VERIFICATION FORM**

**Candidate:** Use this form only if the facility documented on your Employment Verification Form is a private school and you are not required to hold a teaching license (or school counseling license if you applied for the ECYA/School Counseling certificate), or if your employer is an institution outside the United States. Write your National Board ID number in the space provided, complete the top portion of the form, and give the form to your employer to complete and submit. (You may reproduce the form as needed to send to multiple employers.)

Name \_\_\_\_\_

School/Facility \_\_\_\_\_

Street Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP Code \_\_\_\_\_

**Personnel Office:** Check the box with the correct answer and follow the instructions. If answering "Yes," complete and sign the form and submit it to the email address below as soon as possible.

Is your school/facility recognized and approved to operate by your state (or by one of the recognized regional accrediting agencies if it is an institution outside the United States)?

**Yes** Attach a copy of the appropriate state license or other official documentation from the state or agency granting permission to operate.

**No** Return this form to the candidate. He/she is ineligible for National Board Certification.

\_\_\_\_\_  
*Signature*

\_\_\_\_\_  
*Name (Print)*

\_\_\_\_\_  
*Title*

\_\_\_\_\_  
*Date*

(\_\_\_\_\_) \_\_\_\_\_  
*Phone*

**Personnel Office:** Please return this completed form to the candidate.  
**Candidate:** Refer to the *Completing and Submitting Required Forms* section of this document for instruction on how to submit this form.



## Additional Resources



# Applicant Information Page

Part 1:

- Complete all parts of applicant information
- Submit proof of name change if different from previous application (marriage certificate, divorce decree, etc.)
- Provide email address as it is the preferred method of communication

Part 2:

- **Background Information:** If you answer YES to any question SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, and all/any other information that explains the circumstance(s) in detail. Also include any court documentation. If no documentation is available please obtain official correspondence from court stating no documentation is available.
  - include incidents that have been dismissed or expunged

Part 3: Applicant Signature

Part 4: Fingerprinting - Check appropriate box

- 1<sup>st</sup> Time applicants: fingerprints processed by L -1 Solutions (L1enrollment.com)
- Previously certified in WV – do not need to resubmit

Part 5: County Superintendents recommendation by signature – Must be employed in the WV public school system.

# INSTRUCTIONS FOR SUBMITTING FEE REIMBURSEMENT APPLICATIONS (Form 33, Form 36, and Form 37)

Beginning July 1, 2012, all Form 33, Form 36, and Form 37 fee reimbursement applications submitted to the Office of Certification and Professional Preparation MUST include all required documentation for approval. The required documentation is listed on the appropriate Form 33, Form 36, and Form 37 application page.

***Any application received without all required documentation, as listed on the Form 33, Form 36, and/or Form 37 application page, will be denied. To reapply, a new application must be submitted to the Office of Certification and Professional Preparation.***

The approval and denial status for all Form 33, Form 36, and Form 37 applications will be displayed **online only** for the county of employment and for the applicant. Payment for all applications, if approved for state reimbursement, will be issued by the county of employment. Any state-approved reimbursement amount will be listed on the online reimbursement status site.

***Fee reimbursement applications are processed on the fiscal year system. All Form 33, 36 and 37 applications received during each fiscal year (July 1 through the following June 30) will be processed by the end of that same fiscal year (June 30).***

**Fee reimbursement application information is available through:**

**<https://wveis.k12.wv.us/certcheck/>**

Then select "Reimbursements" then "View Details" link



Date Received by County Board of Education: \_\_\_\_\_

Date Received by Institution of Higher Education: \_\_\_\_\_

**Part 1 -Applicant Information**

Social Security Number \_\_\_\_\_ Birth Date (MM-DD-YYYY) \_\_\_\_\_ Gender (M or F) \_\_\_\_\_ US Citizen ( Y or N) \_\_\_\_\_ US Veteran or Spouse of Veteran (Y or N) \_\_\_\_\_

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ MI \_\_\_\_\_ Previous Last Name (Maiden) \_\_\_\_\_  
(If your name has changed since your last application, **proof of name change must be attached** e.g. photocopy of marriage certificate, etc.)

Street Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_

Primary Phone \_\_\_\_\_ Secondary Phone \_\_\_\_\_ E-Mail \_\_\_\_\_

List the institutions from which a degree has been earned

College/University	Degree	Date

Are you currently employed by a West Virginia School System?

Yes No

If YES, please indicate the school system:

Do you currently hold a License to work in the public schools of West Virginia?

Yes No

Do you currently hold a License to work in the public schools of another state?

Yes No

**Part 3—Applicant Signature**

*I swear or affirm under the penalty of false swearing that all information provided in or with this application is true, correct, and complete to the best of my knowledge. I understand that any false statements, misrepresentations, or omissions of fact in or with this application are grounds for denial, suspension, or revocation of the license(s) that I am seeking or currently hold.*

Signature of Applicant \_\_\_\_\_ Date \_\_\_\_\_

**Please Identify the Attached Application**

Form 33                       Form 36                       Form 37

**Part 4—Fingerprinting Information**

One may access fingerprinting instructions at <http://wvde.state.wv.us/certification/forms/fingerprints>

I have previously received Certification in WV and understand that I do not need to re-submit my fingerprints.

I have never held WV Certification and will submit my fingerprints to L1 Solutions. All first-time applicants must have fingerprints processed by L1 Solutions (L1 enrollment.com). A fingerprint service code will be sent to your e-mail once the application is received.

**Part 5 - Superintendent Recommendation (Required)**

*I certify that I have reviewed and can attest to the accuracy and truthfulness of the information provided in this application. When necessary, I have included documentation verifying this information. I have reviewed the disclosure of background information, and, to the best of my knowledge, the applicant is of good moral character and is physically, mentally, and emotionally qualified to perform the duties of a teacher. I recommend that s/he be granted certification.*

Signature of Superintendent \_\_\_\_\_ County \_\_\_\_\_ Date \_\_\_\_\_

**Part 2-Disclosure of Background Information**

**If you answer yes to any question below, SUBMIT a narrative with your application.** The narrative should include dates, locations, school systems, and all/any other information that explains the circumstance(s) in detail.

YES	NO	Documentation Attached

1) Have you ever had adverse action taken against any application, certificate, or license in any state? Adverse action includes but is not limited to the following: letter of warning, reprimand, denial, suspension, revocation, voluntary surrender or cancellation.

2) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?

3) Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct?

4) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?

5) Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony? \*

6) Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported) Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported. \*

\* For a YES response to items 5 & 6, the following must be included for all charges, including those that have been dismissed or expunged: 1) Judgment Order; **OR** 2) Final Order; **OR** 3) Magistrate Court Documentation; **AND** 4) all other relevant court documentation.



**Part 1—NBPTS Fee Reimbursement Request**

- Enrollment** in the NBPTS Initial Program \$ \_\_\_\_\_  
(first 1/2 of program fee)
- Completion** of the NBPTS Initial Program \$ \_\_\_\_\_  
(remaining 1/2 of program fee)
- Extra expenses** (up to a maximum of \$600 allowable. You must complete **Part 2** of this application.) \$ \_\_\_\_\_
- Renewal** of the NBPTS certification \$ \_\_\_\_\_

**Total Amount Requested:** \$ \_\_\_\_\_

**This completed application must include:**

- **for enrollment fee reimbursement-** First Two Components
  - A copy of correspondence from the NBPTS verifying enrollment in the program, with the candidate ID number; **AND**
  - A copy of an NBPTS receipt verifying the payment made to the NBPTS for the amount being claimed for enrollment fee reimbursement.
- **for completion fee reimbursement- After Completion of All Four Components**
  - A copy of an NBPTS receipt verifying the payment made to the NBPTS for the amount being claimed for completion fee reimbursement; **AND**
  - **A copy of NBPTS documentation verifying that all four components have been received by the NBPTS for final scoring; or**
  - A copy of correspondence from the NBPTS verifying that retakes are needed; **or**
  - A copy of documentation from the NBPTS verifying that NBPTS board certification has been granted.
- **for extra expenses reimbursement:**
  - A numbered receipt for each item being claimed for extra expenses; **AND**
  - A copy of documentation from the NBPTS verifying that NBPTS board certification has been granted; **AND**
  - A completed Part 2 section of this application page.
- **for renewal fee reimbursement:**
  - A copy of an NBPTS receipt verifying the payment made to the NBPTS for the amount being claimed for renewal fee reimbursement.
  - NBPTS documentation verifying the new expiration date of the renewed NBPTS board certification

**Form 37— National Board for Professional Teaching Standards (NBPTS) - Fee Reimbursement**

Social Security Number: \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ MI: \_\_\_\_\_

**Part 2—Reimbursement of Extra Expenses**

**Please read the following instructions carefully:** Applicants who have completed the NBPTS program are eligible for reimbursement of actual expenses (**\$600.00 maximum**) incurred while completing the program, *unless a retake fee waiver has been granted. The expenses itemized below must be accompanied by receipts that are numbered and attached to an 8-1/2" X 11" sheet(s) of white paper.* These items may include purchases such as tuition for NBPTS certification preparation classes, retake fees *not* waived, supplies, postage, equipment rental fees, etc. Items **not** eligible for reimbursement include any durable goods such as computer or video equipment.

Date	Receipt #	Item	Cost

**Total Amount Requested for Extra Expenses Only (Limited to \$600)**  
\_\_\_\_\_

**Guidelines for NBPTS Reimbursement**

In accordance with W. Va. Code §18A-4-2a regarding the NBPTS certification fee reimbursement program, the applicant for reimbursement must be a public school classroom teacher as defined in W. Va. Code §18A-1-1; meet all NBPTS eligibility criteria; and be enrolled in or have completed the NBPTS certification program while employed as a classroom teacher (or counselor) in the WV public school system. An applicant may be reimbursed only once for enrollment in and once for completion of the NBPTS program. Additionally, a classroom teacher who achieves NBPTS certification may be reimbursed a maximum of \$600.00 for actual extra expenses incurred while completing the NBPTS certification process.

*I certify that I have read the criteria for fee reimbursement and I meet all eligibility criteria. I further certify that all information I have provided on the application is accurate and that I have completed the program requirements as indicated. I swear or affirm under the penalty of false swearing that all information provided in or with this application is true, correct, and complete to the best of my knowledge. I understand that any false statements, misrepresentations, or omissions of fact in or with this application are grounds for denial, suspension, or revocation of the license that I currently hold and grounds for denial of reimbursement or for repayment of such reimbursement to the State. I further certify that I am not requesting reimbursement for federal subsidy or other monies provided by a third-party payer and that all of the information I have provided on the application is accurate and truthful. I agree to repay all monies gained through submission of erroneous information.*

\_\_\_\_\_  
**SIGNATURE OF APPLICANT**

\_\_\_\_\_  
**Date**