



## National Board Certification Support

**Exceptional Needs Specialist  
Early Childhood through Young Adulthood**



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## **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.

<b>2019-20 Important Dates and Deadlines</b>	
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.

<b>2020-21 Important Dates and Deadlines</b>	
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.

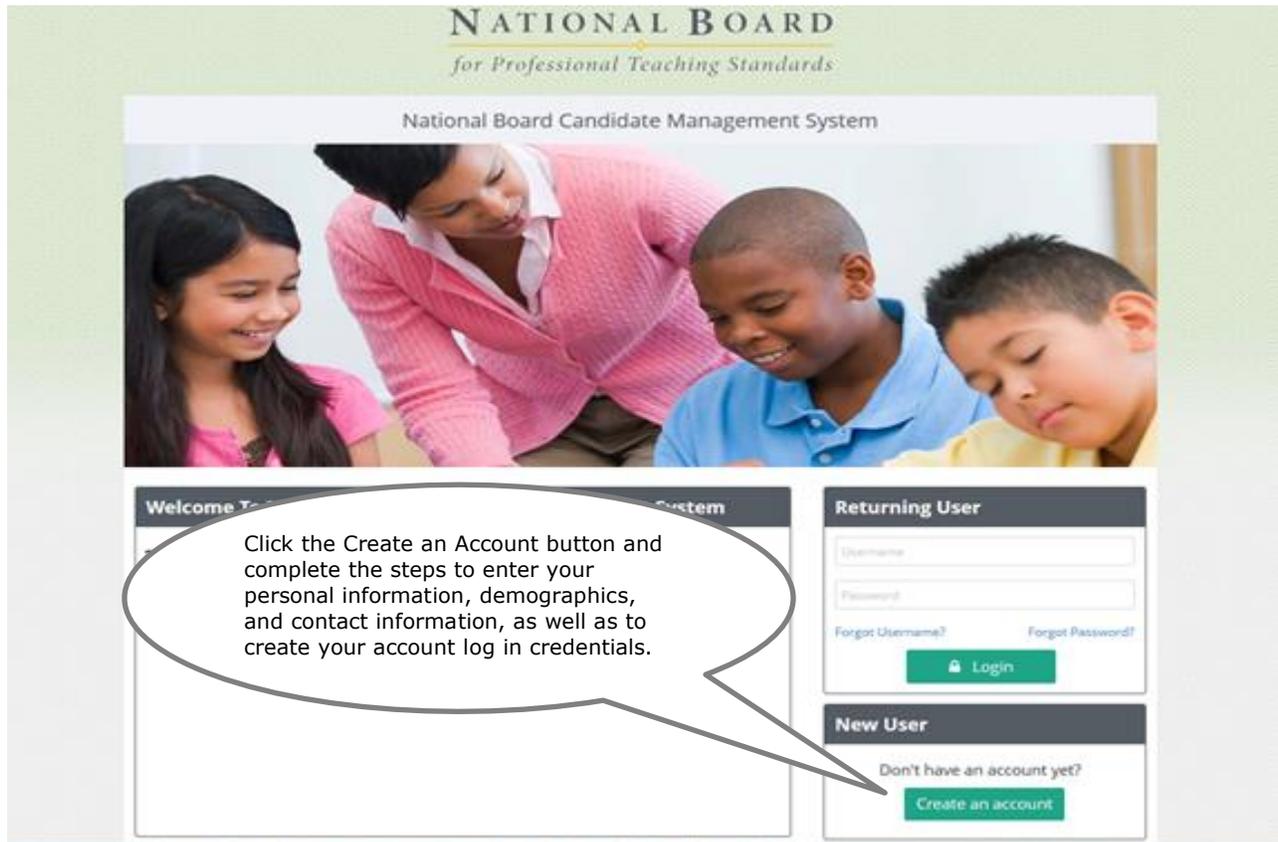
If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate. 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).

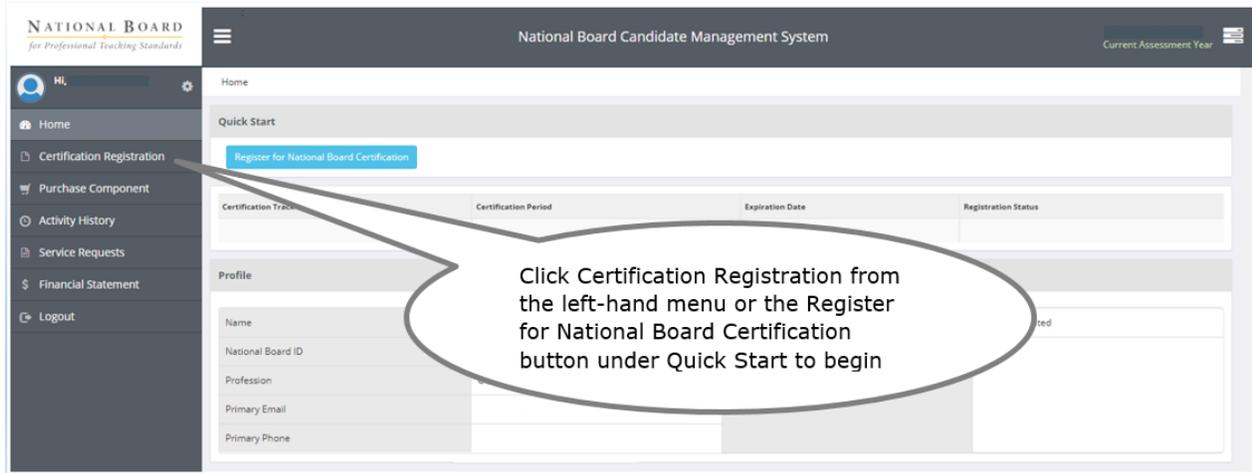
The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate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



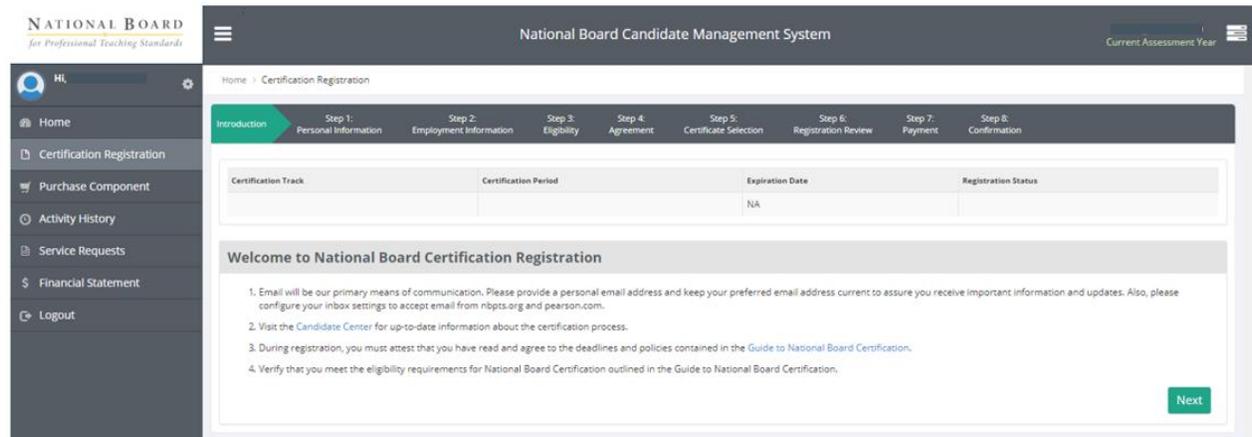
## Register for National Board Certification

### 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).

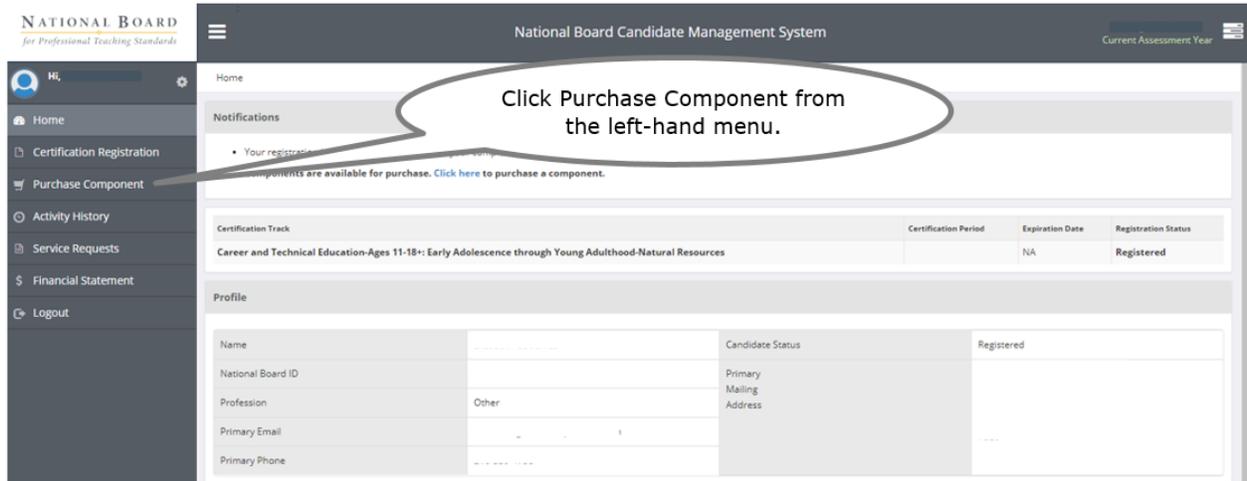
The screenshot shows the National Board Candidate Management System interface. A callout box highlights a button in the top right corner. The interface includes a navigation menu on the left, a header with the National Board logo, and a main content area with sections for Notifications, Certification Track, and Profile.

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

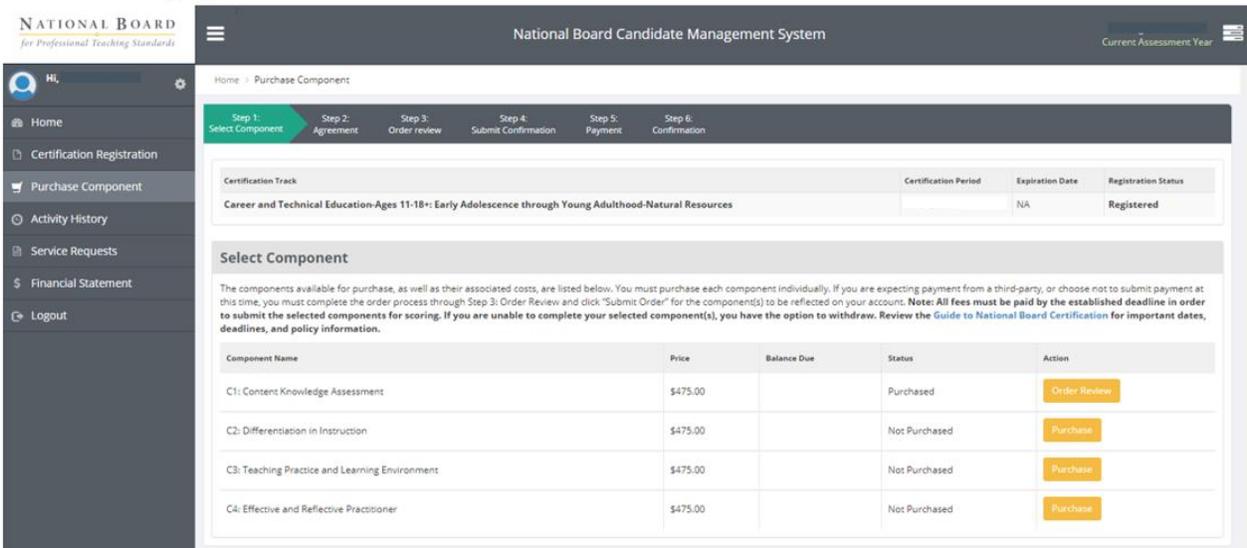
Profile		Candidate Status	Certification In Progress
Name		Primary Mailing Address	
National Board ID			
Profession			
Primary Email			
Primary Phone			

## 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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**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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# General Portfolio Instructions



# *General Portfolio Instructions*

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

**NATIONAL BOARD**  
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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.

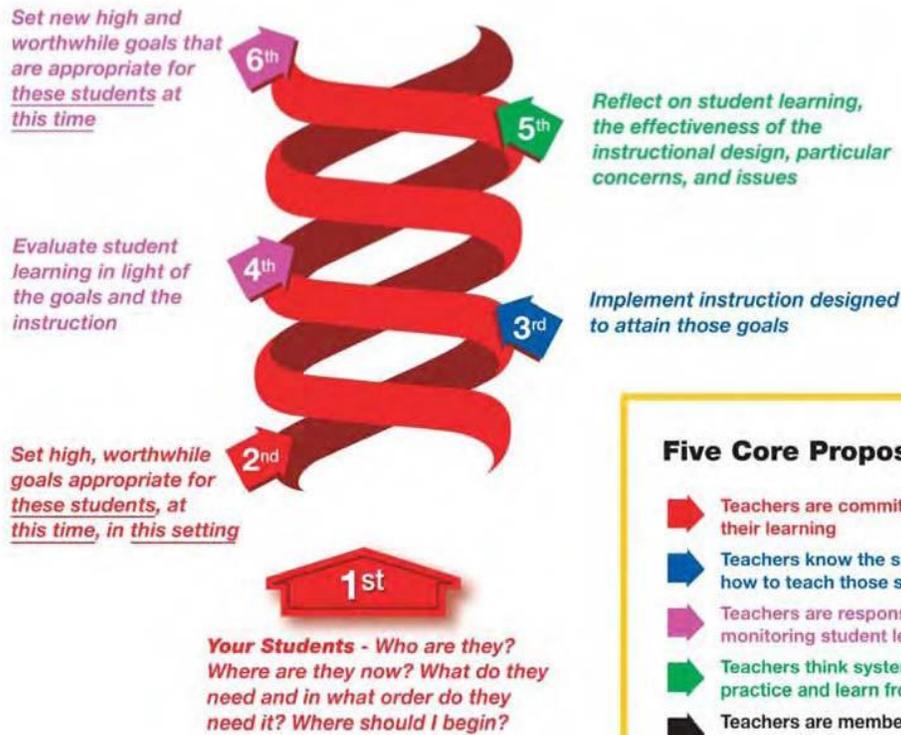
Sets of Standards are developed for each of the specific certificate areas, and each component of a certificate area is based on a subset of these Standards. When you begin to review each component of your certificate area, you will find that these groupings of Standards define and frame what will be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

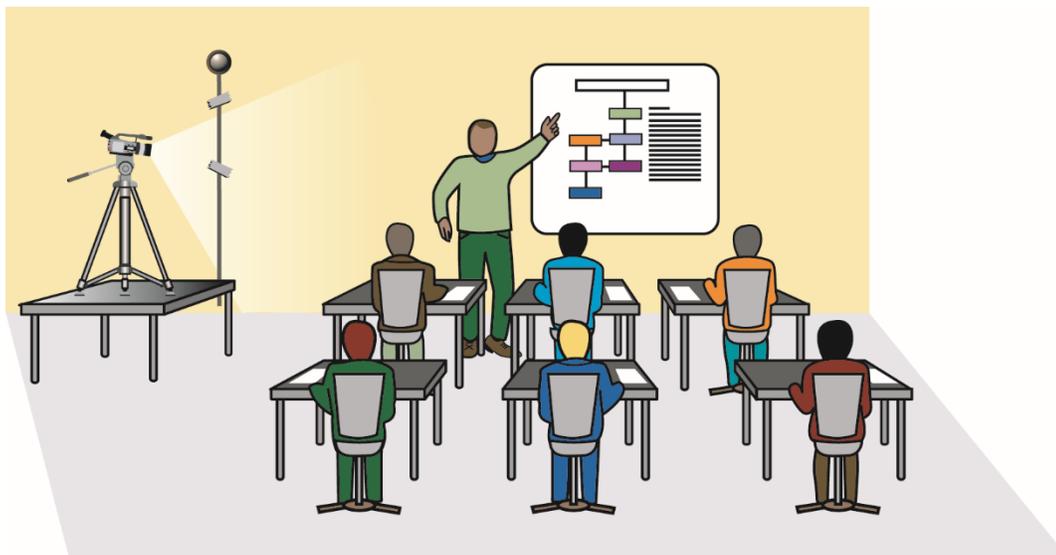
### ***Whole-Class Video Recording***

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>

Feature	Review Guideline	IMPORTANT!
<p><b>Important forms</b></p>	<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>
<p><b>English translation</b></p>	<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>

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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

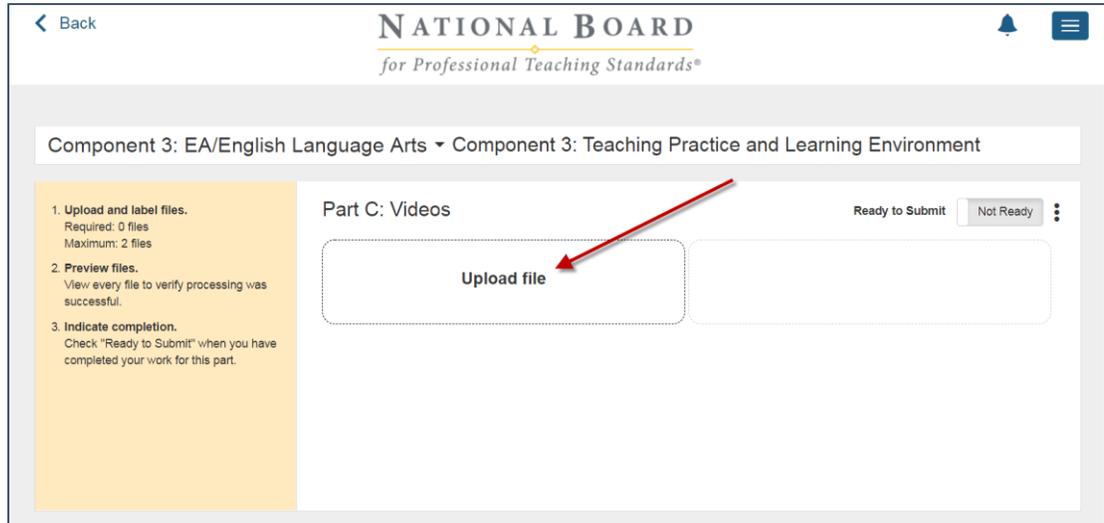
**Note:** The list of parts requiring labeling is subject to change in the future and is not applicable to renewal candidates or MOC pilot study participants.

## Labeling Your Material

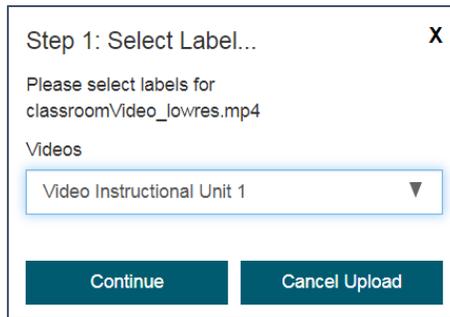
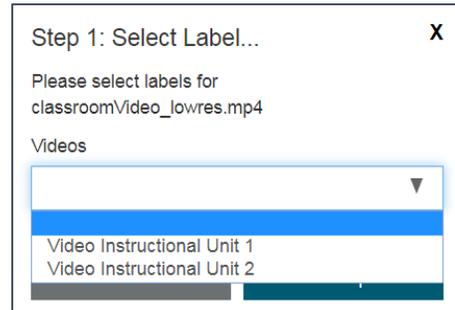
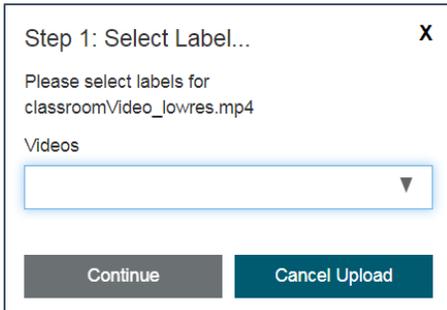
Each of the parts listed above requires multiple files to be uploaded. When you select a file to be uploaded for one of these parts, a "Select Label" box will display, which includes a dropdown menu. The labels available in the dropdown menu correspond to the required pieces of evidence for the part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

The sample screenshots below illustrate the steps for labeling files.

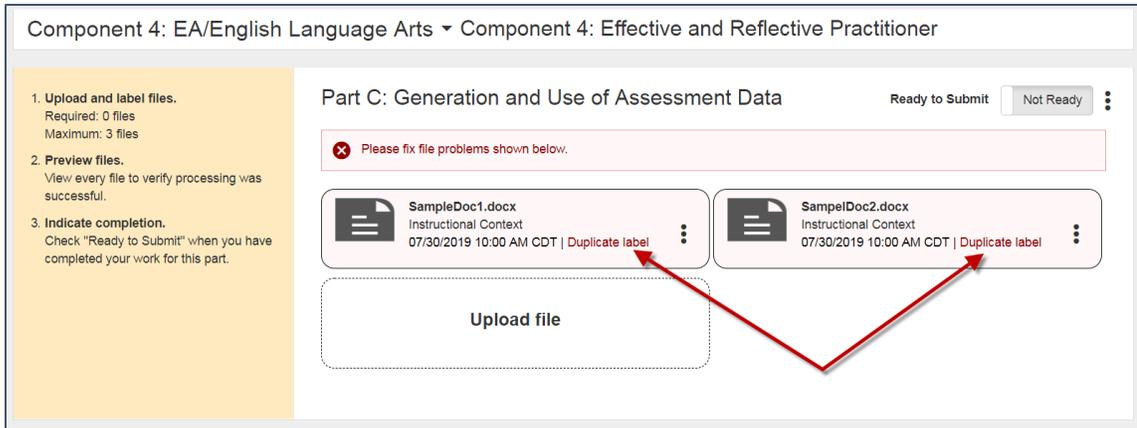
1. **Click** the “Upload File” button, and locate the file you wish to upload. Once you have selected a file to upload, a “Select Label” box will automatically display.



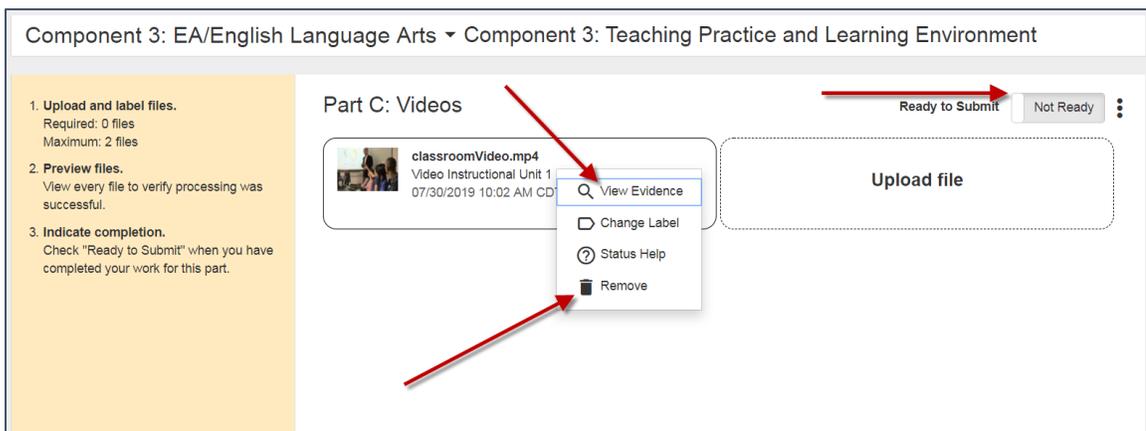
2. **Select** a label from the dropdown menu in the “Select Label” box, and **click** “Continue” to apply the label to your file.



**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>	

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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.

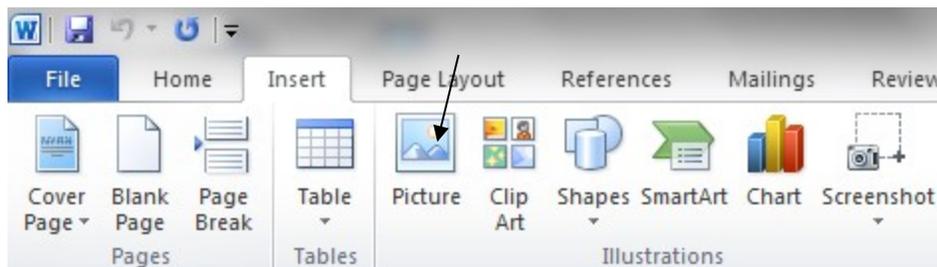
If you do not own a scanner or an all-in-one machine, consider using the services offered at your local library or office supply store.

### 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

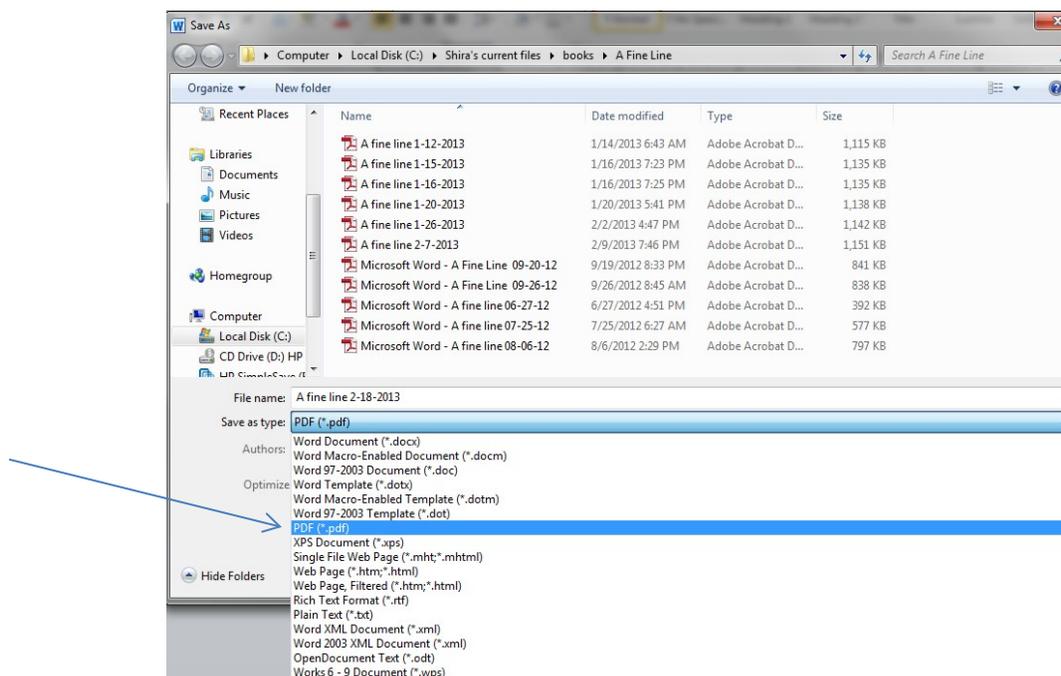
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

*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

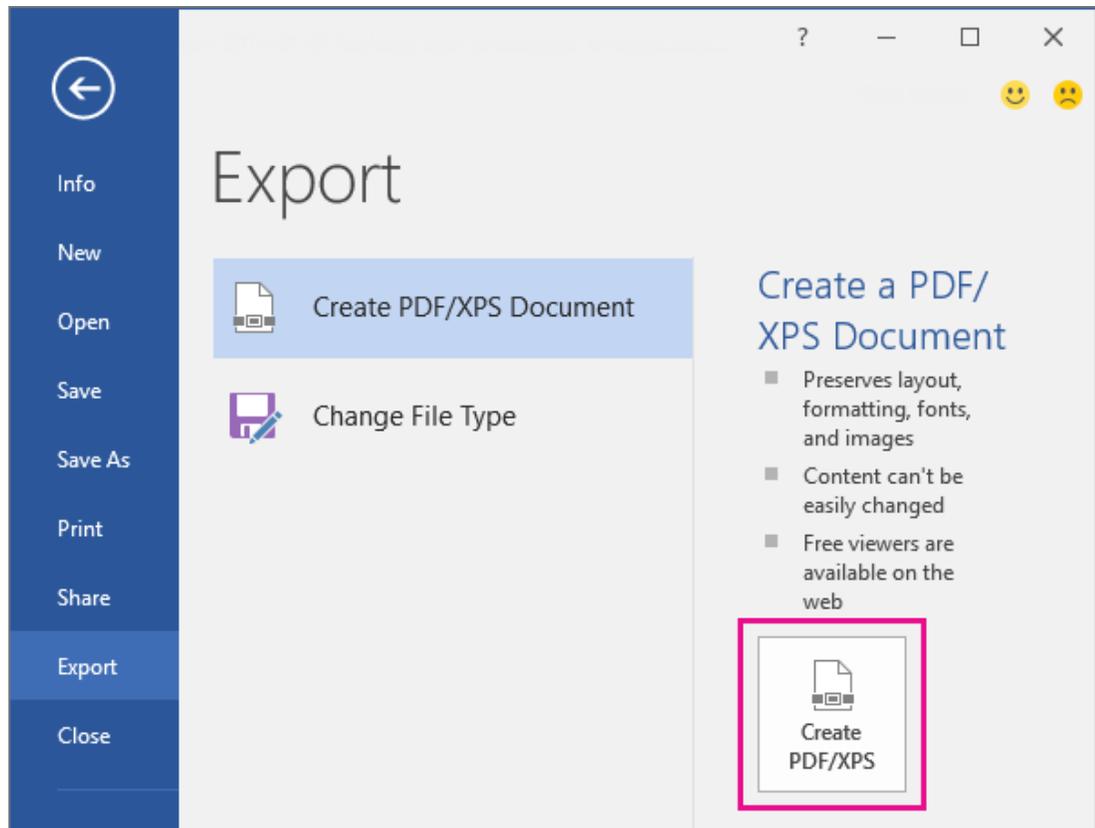
1. Open your Microsoft Word file and click “File” from the menu bar and select the “Save As” option.
2. Click the “Save as type” drop-down menu and scroll down to select “PDF (\*.pdf).”



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.

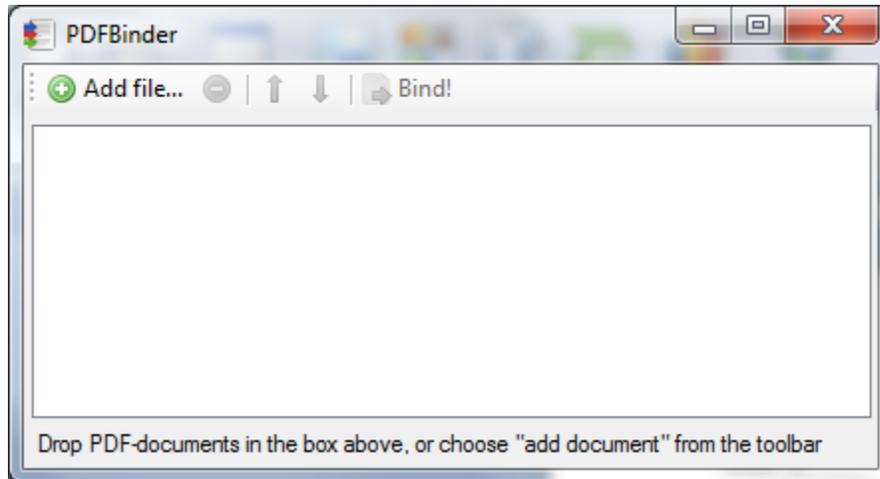
Follow these instructions to download and run this free software tool:

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.

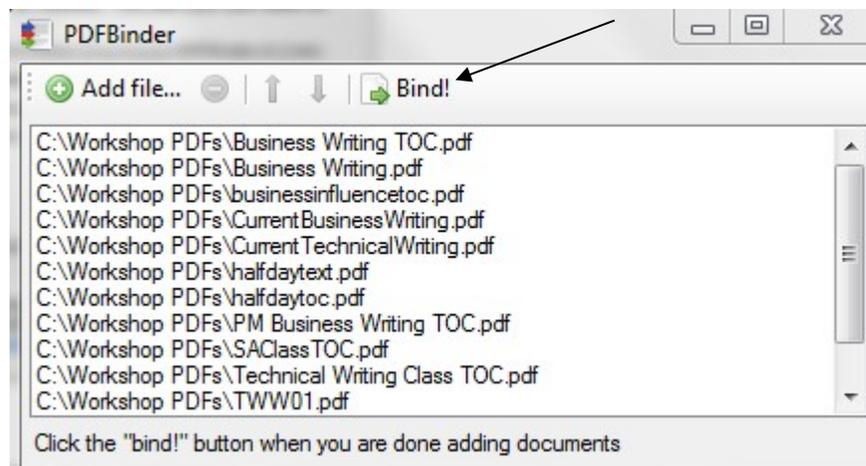
*Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party*

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

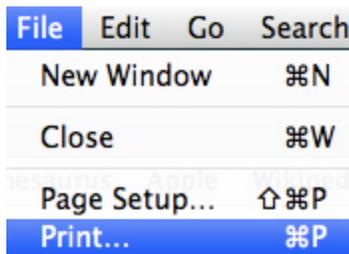
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

*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.*

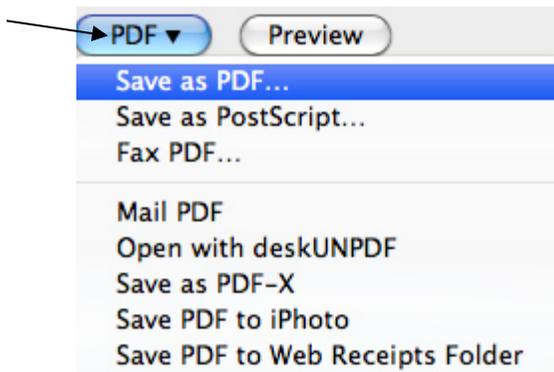
## Creating PDFs

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...".

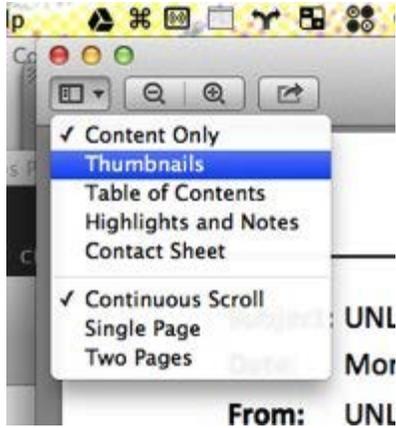


3. Save as you normally would.

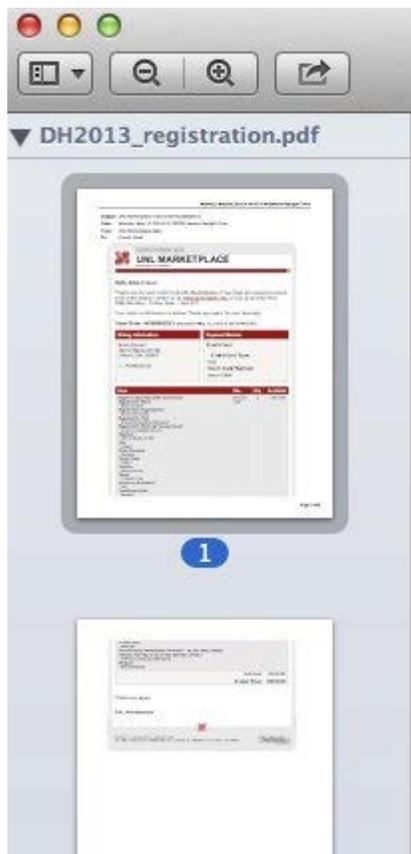
## Combining Multiple PDFs into a Single PDF

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

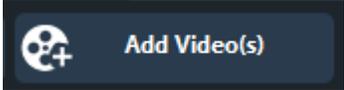
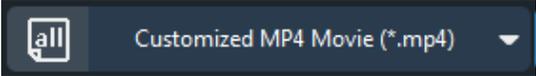
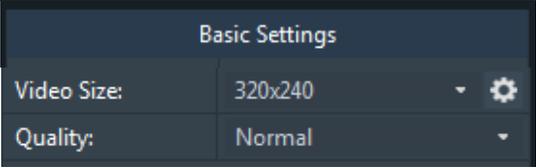
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# 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

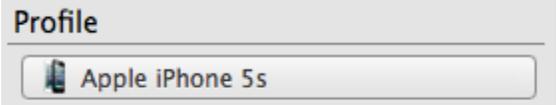
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

# 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**

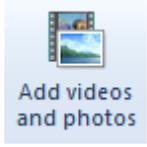
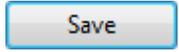
Please visit [www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission](http://www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission) for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

## 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

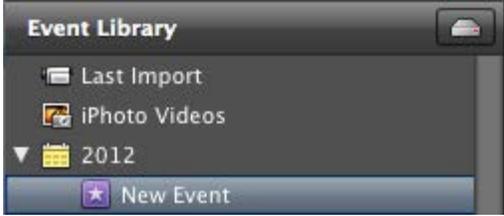
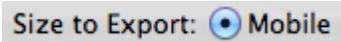
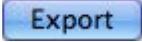
Please visit the program website, [www.edtpa.com](http://www.edtpa.com), to review additional support materials, including video tutorials and Frequently Asked Questions (FAQ). For additional assistance, contact Customer Support. See "Contact Us" on the program website for contact information.

# Video Exporting Guide for iMovie V 9.0.9 and 10.1.9

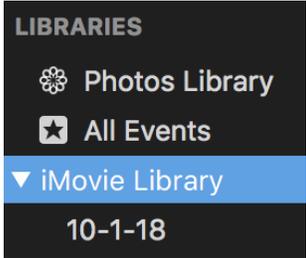
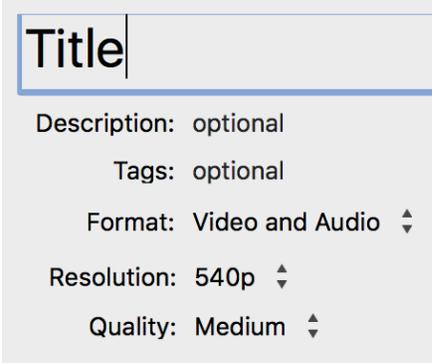
You may need to use iMovie to:

- 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>		

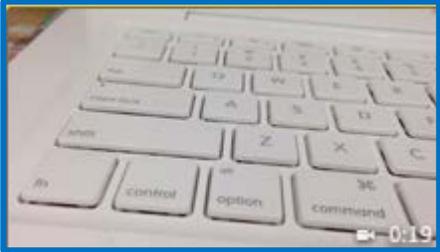
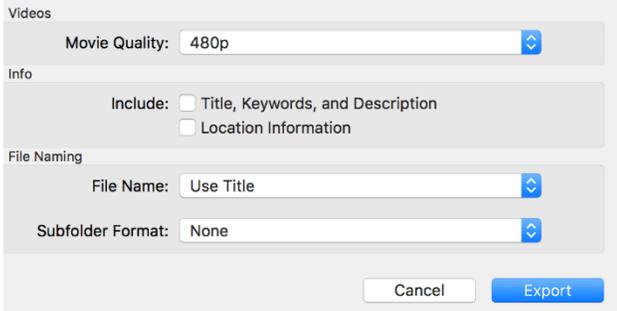
**Additional Resources**

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.

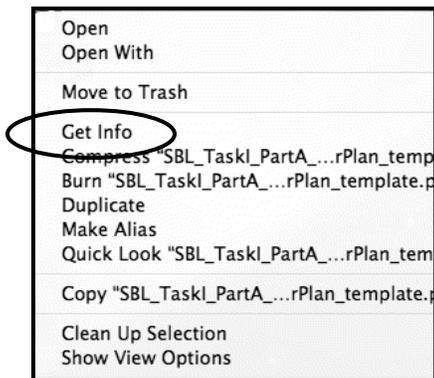
## Tips for Mac Users

This document provides hints and tips for Mac users.

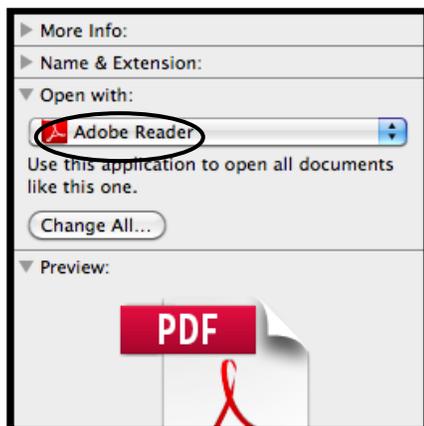
### Optional: Changing Your Default PDF Reader

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

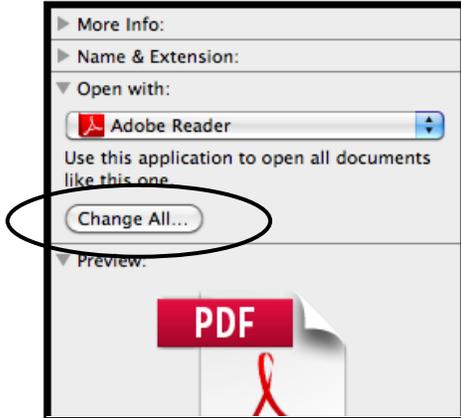
1. Right-click (or CTRL+click) any PDF file. Do not open the file.
2. On the new menu, click "Get Info."



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.

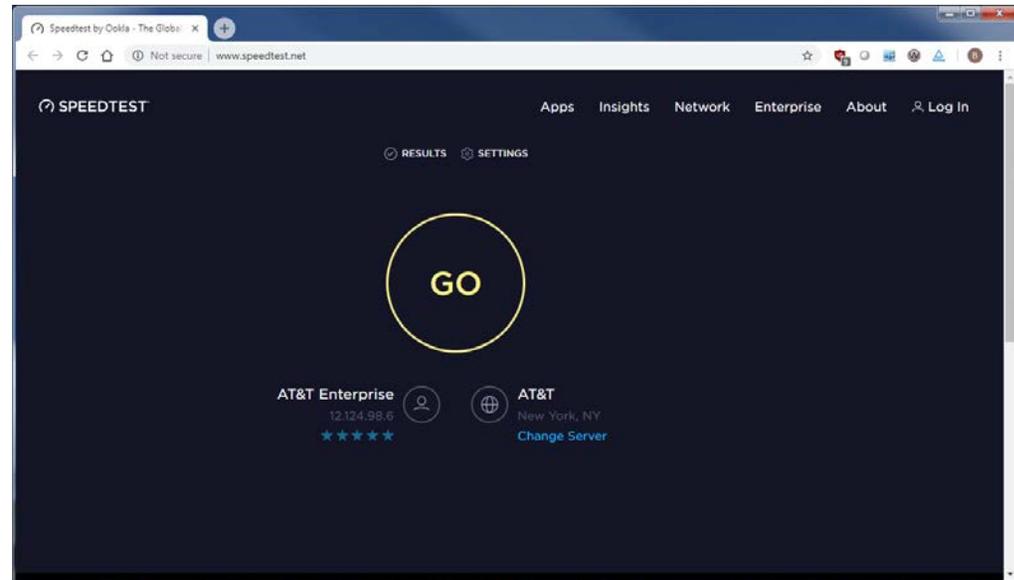
## Using the Speed Test Tool

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



# Exceptional Needs Standards

Second Edition

for teachers of students ages birth–21+

■ 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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# 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.**

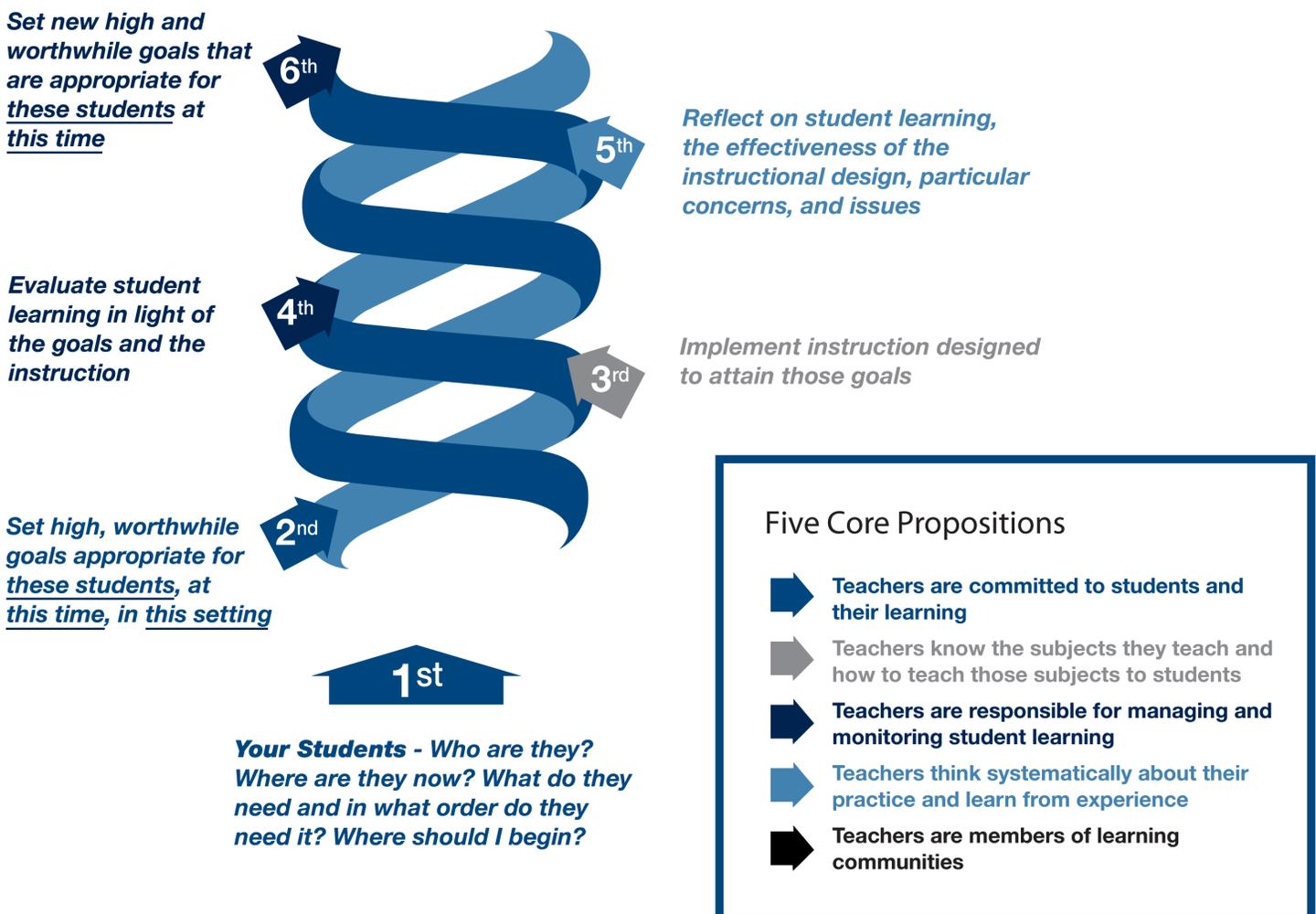
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional 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

The price of the democratic way of life is a growing appreciation of people's differences, not merely as tolerable, but as the essence of a rich and rewarding human experience. —Jerome Nathanson

Ensuring that all students develop their potential and become productive citizens is at the heart of the values and ideals of a democratic society. To that end, accomplished teachers of students with exceptional needs are at the core of a complex network of professionals, services, and resources designed to help students achieve these ideals. Accomplished teachers advocate for access, equity, integration, and educational opportunities so that all students achieve meaningful, purposeful, and fulfilling lives and are valued for their contributions to enriching the human experience.

Accomplished teachers focus on the lifelong contributions all students can make to society. While calling upon their skills as diagnosticians and clinicians to identify the sometimes subtle signs of disabilities, gifts, and talents, accomplished teachers focus on what students can do, rather than on the labels that have been assigned. The accomplished teacher of students with exceptional needs works to develop each student's abilities, providing support systems to nurture development and independence toward becoming a productive citizen.

Teachers of students with exceptional needs create or establish a world of true collaboration where a conversation or meeting is followed by action and continued collaboration. Collaboration repeats itself multiple times a day, in multiple contexts, with multiple individuals, and is the defining characteristic of the work of accomplished teachers of students with exceptional needs. Like their students, teachers also function in inclusive environments. Keeping the needs of students first and foremost, accomplished teachers involve all stakeholders in the success of children with exceptional needs, collaborating with the entire staff of the school, support personnel, members of the neighborhood community, members of the legal community, and the student's family. Teachers recognize the power of family engagement and that differences in family structures and in perceptions and expectations for participation in their children's education will require a repertoire of strategies for engaging families. Accomplished teachers are respectful and aware of each family's abilities and needs as they collaborate for the best interest of the student.

Accomplished teachers of students with exceptional needs are adept at planning for, and teaching across, a broad spectrum of instructional arrangements. They may deliver all services required by students with exceptional needs in the general education classroom, establishing mutually beneficial relationships with fellow general education teachers. They may provide services in alternative settings such as homes; hospitals; special schools; or in the community, business, and industry sectors. They collaborate with curriculum specialists and related services personnel, such as mentors, counselors and occupational therapists, who work with students with exceptional needs. Working closely with their colleagues across multiple contexts, accomplished teachers help provide students with the depth and breadth of knowledge

and skills needed to function both independently and cooperatively and help students reach their full potential in becoming contributing members of society.

Accomplished teachers embody the philosophy that instruction is tailored to each student's distinct abilities. They draw on their firm grounding in the core curriculum, the academic disciplines, and content-specific pedagogy to design instruction that supports student learning. They are experts in the teaching of literacy and numeracy skills to students across the spectrum of abilities, from those with gifts and talents to those with multiple disabilities. But they are also experts in an expanded curriculum that addresses the diverse needs of students with exceptional needs in such areas as communication, social skills, independent performance, and transition and career development. For example, in addition to academic competence, accomplished teachers develop their students' social skills. They emphasize behavior, not as a problem requiring treatment, but as an opportunity to teach effective problem solving or socially acceptable strategies for resolving conflicts. Some teachers of students with exceptional needs specialize in curriculum, instruction, and technologies that address the unique needs of students who are deaf or hearing impaired, blind or visually impaired, or dually diagnosed. All accomplished teachers draw on a rich repertoire of skills, competencies, strategies and approaches to provide effective assessment, instruction, programs, and services. They hold high expectations for their students and work closely with all their colleagues to provide the depth and breadth of curriculum needed for their students to continue to progress toward independence and to become contributing members of society.

Teachers of students with exceptional needs recognize that transition means more than the passage from high school to post-secondary settings. Rather, students are involved in a variety of transitions that are continuous and evolving throughout their education, such as the transition from home to school, between grades from elementary to secondary school, from academic to career preparation, from school to work, or from school to college or other post-secondary preparation. These transitions require that teachers collaborate with school staff across disciplines and professional roles, community members, and representatives of legal and business communities as well as parents and families.

To tap the potential of all students, accomplished teachers must focus on the ability of students to effectively communicate and ultimately advocate for themselves. The importance of advocacy, both by the teacher and the student, is reinforced by the many challenges teachers and students face. Challenges that confound teachers of students with exceptional needs include inappropriate special education referrals; bias in assessment and eligibility decisions; over-representation of culturally and linguistically diverse students in special education, but under-identification in programs for students with gifts and talents; compliance with federal and state laws and policies; lack of access to effective programs and services; and teacher shortages. Accomplished teachers respond proactively to all these challenges. No matter the legislative or societal mood of the country, the teacher of students with exceptional needs always keeps the students' needs at the forefront of decision-making about curriculum, instruction, and assessment.

Accomplished teachers engage in their own professional development, staying abreast of advances in teaching, learning, and technology that can complement and augment their work with students with exceptional needs. They contribute to the professional development of others, for example, by serving as mentors to novice teachers or by conducting workshops and providing technical assistance so that others can develop expertise specific to the education of students with exceptional needs. They contribute to policy analysis and development, to evaluation and refinement of professional practices, and they are active members of professional organizations, taking on leadership responsibilities and participating in education reforms at the local, state, or national levels.

The significant revisions to this document reflect trends and changes in the teaching of students with exceptional needs. There is a general movement away from exceptionality categories, recognizing that exceptionalities range from mild to severe and that students with gifts and talents also have special needs, while maintaining a focus on the unique concepts and assistive technologies used by educators serving students who are deaf or hard of hearing, or blind or visually impaired. The document emphasizes the tremendous power of effective communication and collaboration in the education of students with exceptional needs. In addition, the requirement that exceptional needs teachers prepare students to meet the demands of the core curriculum, as well as the expanded curriculum, has influenced a paradigm shift in the general education community, changing the way all teachers look at instruction for students with exceptional needs. This includes helping students meet high academic standards while also addressing important social skills, especially behavior, as a key factor in learning. There is also a continued focus on early intervening services and accurate identification, a greater focus on transition periods, and enhanced efforts to realize the power of family engagement. The importance of the accomplished teacher as a life-long learner is emphasized as the field expands and research brings new advances in helping students with exceptional needs realize their goals.

Also reflected in the pages of this document are the core beliefs of accomplished teachers of students with exceptional needs—that there is always a new frontier in exceptional needs education; that the field is constantly evolving which affords a lifelong opportunity for professional growth; that students with exceptional needs work hard at everything and that even the smallest amount of progress is a victory; that teachers of students with exceptional needs are often the ones that make a difference in the lives of their students; that this field offers the greatest challenges, but also the greatest personal and professional rewards; and that the best gift accomplished teachers can give is to provide opportunities for a child with exceptional needs to gain the knowledge, skills, and confidence to be successful in life.

Accomplished teachers of students with exceptional needs do many things, but above all: They listen. They learn. They teach. They collaborate. They advocate. They care. They act.

## **Developing High and Rigorous Standards for Accomplished Practice**

*Exceptional Needs 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 Exceptional Needs 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.

The report follows a two-part format for each of the standards:

- **Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished teacher of students with exceptional needs. 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 practices.

# Exceptional Needs Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished teachers of students with exceptional needs into the following 12 standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching, and 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.

## *Foundations for Effective Practice*

### Standard I: Knowledge of Students

Accomplished teachers of students with exceptional needs use their knowledge of human development and learning and their skills as careful observers of students to help develop students' knowledge, aptitudes, skills, interests, aspirations, and values.

### Standard II: Knowledge of Philosophy, History, and Law

Accomplished teachers of students with exceptional needs understand how philosophical, historical, and legal foundations of their field inform the development of effective practice. They draw on this knowledge to organize and design appropriate practices and to ensure that students' rights are protected and respected.

### Standard III: Diversity

Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.

### Standard IV: Family Partnerships

Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to promote understanding of the student and to achieve educational goals.

## *Student Learning and Development*

### Standard V: Assessment

Accomplished teachers of students with exceptional needs design, select, and use a variety of assessments to obtain accurate, useful, and timely information about student learning and development and to help students reflect on their own progress.

## **Standard VI: Communication**

Accomplished teachers recognize the critical nature of communication for students with exceptional needs. They develop and foster communication skills that enable students to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.

## **Standard VII: Social Development and Behavior**

Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student's personal responsibility and independence, civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.

## **Standard VIII: Curriculum and Instruction**

Accomplished teachers command a core body of knowledge of the disciplines and of specialized curriculum for students with exceptional needs. They draw on this knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.

## **Standard IX: Learning Environment**

Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

## **Standard X: Instructional Resources**

Accomplished teachers of students with exceptional needs select, adapt, create, and use rich, unique, and varied resources, both human and material, to promote individual student learning.

## ***Roles and Practices in the Learning Community***

## **Standard XI: Contributing to the Profession and to Education through Collaboration**

Accomplished teachers provide leadership through collaboration to improve teaching and learning for students with exceptional needs and to advance knowledge, policy, and practice.

## **Standard XII: Reflective Practice**

Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and synthesize their practice to strengthen its quality.

# ***Foundations for Effective Practice***

## ***Standard I Knowledge of Students***

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*Accomplished teachers of students with exceptional needs use their knowledge of human development and learning and their skills as careful observers of students to help develop students' knowledge, aptitudes, skills, interests, aspirations, and values.*

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To provide students with a quality education, teachers<sup>1</sup> must understand the origins and nature of various types and manifestations of exceptionalities. They must know their students as individual, life-long learners, especially in terms of their exceptional needs. A broad knowledge of human development underlies their repertoire of teaching skills, coupled with a sound understanding of specific growth, developmental, linguistic, cultural, and medical issues associated with children and youth with exceptional needs.

Teachers constantly strive to understand what their students know and how their students approach tasks, interpersonal relationships, and learning. Teachers observe and listen to students as they learn, work, and play in a variety of settings. They challenge students to understand more about their own motivations and values. Teachers work closely with families<sup>2</sup> to learn about an individual student's strengths and needs, aspirations, and life outside school. The knowledge teachers gain from insightful observation and interaction allows them to tailor instruction to motivate and challenge students and meet their specific needs. Moreover, in concert with the inherent belief that all children can learn to their full potential, accomplished teachers set high, realistic expectations for students, recognizing the special circumstances an individual child's exceptionalities may present.

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<sup>1</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished Exceptional Needs Specialists.

<sup>2</sup> *Family* is used in this document to refer to the people who are the primary caregivers and guardians of children.

## Teachers Know How Children Grow and Develop

Accomplished teachers are knowledgeable about the stages of human development and learning. They draw on this knowledge to create realistic, age- and developmentally appropriate activities and materials for individual learners that embody significant problem-solving and real-world applications. They regularly revise and rethink their instructional strategies to accommodate the range of abilities and developmental levels among their students and within individual students. Teachers might, for example, involve some students in decision-making processes, collaborating with them to determine how personal goals can be measured and encouraging them to set timelines and determine benchmarks for achievement. For other students, teachers may provide instruction in how to anticipate and plan for educational and social interactions that will occur during the day.

When teachers perceive significant variations in patterns of a student's physical, cognitive, and social development, they know how to design interventions that match each student's particular circumstances. Teachers of students who are blind and visually impaired, for example, understand the multitude of factors—and the complex interaction of these factors—that influence development and learning in students, including the age at onset of the visual impairment, how it is diagnosed, its cause, the prognosis, the level of visual functioning, and the presence of additional exceptionalities.

Teachers understand the connections among physical, social, emotional, communicative, and cognitive developmental stages that enhance or inhibit the development of a range of exceptionalities. They know that individual students may be more comfortable learning in particular ways and in particular settings. Some are more comfortable working by themselves, while others prefer small groups. Some enjoy instruction that incorporates vigorous physical activity, and others may be unable to perform in the presence of distractions. Some students like to participate in class discussions, but others find written responses a more advantageous form of communication. Some students articulate at higher levels than their peers, whereas others communicate with assistive devices. Teachers understand that such differences in learning can affect a student's knowledge, skills, interests, and aspirations, so they design instruction that gives each student opportunities to approach important issues, ideas, and concepts in several ways.

Because students participate differently in similar activities, teachers make multiple adaptations within the same lesson to offer varied representations of information and engage a range of student abilities. For example, teachers might provide access to written information through a variety of formats, such as reading with a partner, audio text, or text-to-voice technology. Some students require extra time to process information, whereas others need elaboration to help them understand concepts. Some students benefit from direct instruction, but others find success in independent or collaborative learning processes. Teachers know how to communicate concern and understanding regarding students' needs; adapt instruction to suit changing circumstances; and help individual students participate in the intellectual and social life of the school.

Accomplished teachers know that students differ from one another in the way they learn and think, the pattern and pace of their growth, and their language and social capacities. Teachers understand that some children learn quickly, while others learn incrementally, moving from basic concepts to mastery of increasingly complex ideas and tasks. Accordingly, they design developmentally appropriate cross-curricular and multisensory activities that promote independence, confidence, and motivation to learn. Teachers strengthen students' abilities to assimilate and integrate knowledge by creating opportunities in which students use abstract and higher-order skills in addition to basic skills such as memorization. Such efforts encourage students to expand their thinking and acknowledge perspectives other than their own. Teachers, for instance, may challenge their students to predict a story outcome and then ask them to incorporate the new ending when rewriting the story from the viewpoint of one of the main characters. Moreover, teachers vividly and concretely demonstrate that knowledge comes from a variety of sources. Inquiry-based learning, for example, provides opportunities for students to explain their thinking to peers, thereby enhancing students' perceptions of each other as viable sources of knowledge and important contributors to the community of learners.

These teachers comprehend the importance of play for students at all developmental levels to stimulate thinking and creativity while enhancing socialization and communication. Knowledge of peer relationships helps teachers facilitate interactions among students that support learning and development. Teachers therefore provide ample opportunities for fun activities that call on students to interact with each other and challenge students intellectually and imaginatively. Teachers might arrange activities in which students take turns, cooperate with team members, and encourage others to succeed. Because some children enjoy logic games and creative problem-solving competitions, their teachers might incorporate such intellectual playfulness in their planning and instruction. For students who enjoy learning meaningful facts, teachers might create an intellectual scavenger hunt in which teams compete to access and apply information. Teachers encourage creative expression to nurture students' inventiveness, organize their thinking, and prepare them to address new challenges.

## **Teachers Are Insightful Observers of Students**

Teachers are skilled at learning about students by observing them at work and at play in a variety of settings and under a broad range of circumstances. They draw on daily interactions with students and frequent communication with students' families to identify the domains in which students are most knowledgeable and adept and those domains in which they need help. Teachers are alert to anything that contributes to a student's full participation. Understanding the importance of vision in the learning process, for example, through modifications to instruction and to instructional environments teachers compensate for the lack of incidental learning by students whose vision is impaired. Because students who are deaf rely on visual information to learn, teachers might vary instructional media to provide visual breaks. Teachers recognize subtle changes and differences in a student's attitude, tone, and enthusiasm and use that information to identify issues that require immediate attention.

Teachers prepare students for further education, entry into the world of work, independent living, and leadership—for future roles that place them meaningfully in society and to fulfill each student’s unique potential. To these ends, teachers work with students and families to identify students’ strengths and needs so that they may all make sound decisions about the future. For some students, therefore, instruction must focus on functional living skills, self-advocacy, and community life, with the aims of reducing students’ dependence on others and preparing them for independent living. Students who are blind or visually impaired, for example, frequently receive instruction in orientation and mobility skills within their communities, which enables them to travel with greater independence. For some students, instruction might guide them into leadership roles or develop their abilities to be producers of knowledge. A teacher might help a student pursue a particular interest or talent in music or the culinary arts. Students who face physical, emotional, or behavioral challenges are inspired to strive for future lives that permit them to accommodate specific needs while satisfying their intellectual potential. To meet the needs of these students, teachers might recommend complex technological equipment or simply endorse a work or living environment suitable for learning. Whatever strategies they adopt, teachers make certain that they have the tools necessary to assess students’ needs and to effect positive outcomes.

Accomplished teachers are aware of the effects in some students’ lives of factors such as poverty, crime, divorce, drug use, unsafe communities, and families in difficult circumstances. Teachers are sensitive to conditions students face, and they respond appropriately when students and families in such situations perceive a lack of opportunity for learning and success.

### **Teachers Recognize and Capitalize on Students’ Diversity, Commonalities, and Talents**

Teachers appreciate students’ diverse cultural, linguistic, socioeconomic, and racial and ethnic backgrounds and understand and value the range of abilities they possess. They capitalize on student diversity<sup>1</sup> to enrich the pursuit of academic, social, and civic goals. Teachers also recognize that students come to them already competent along several key cognitive, behavioral, and physical dimensions, and they take advantage of each student’s knowledge and experience to enrich instruction. Teachers might, for instance, make use of multicultural activities in which students share their own experiences and customs, or arrange for students to participate in a community-sponsored cultural festival. Incorporating literacy skills while celebrating cultural identity, for example, a teacher might help students organize, illustrate, and publish a cookbook of family recipes to reflect the diversity of the classroom, school, or community.

At the same time, however, teachers know that students of a particular age, without regard to their background, share many of the same interests, have had similar successes, face common challenges, and enjoy many of the same kinds of

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<sup>1</sup> *Diversity* in this document includes race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, and gender.

experiences and learning opportunities. Teachers know that most students respond well to hands-on instructional activities or activities that link instruction to aspects of the peer and community culture, and they take this into account in designing instruction. A teacher might sponsor a book club, for instance, that includes adults and learners of varying ability levels. Thus, although they capitalize on the diversity among their students as an opportunity for learning and keep those diverse learning needs in mind as they plan instruction, accomplished teachers also use students' similarities as a tool for promoting cohesiveness and engagement in learning activities.

Teachers know that students aspire to success and that students with exceptional needs, in particular, benefit from efforts to develop their self-confidence so that they can take their place in the larger school setting and in the community. Teachers create learning opportunities that highlight individual growth so that students recognize their potential and develop positive self-concepts. For example, a teacher might encourage a student who displays distinct social capabilities and ease in public speaking to seek election to a leadership position in student council, class, or club activities.

## **Teachers Advocate for Students**

Accomplished teachers champion students' interests, helping them participate fully with their peers and helping them to learn self-advocacy. Teachers understand the special pressures and frustrations that some students with exceptional needs experience and the significant physical, emotional, and cognitive challenges unique to their exceptionalities. Teachers therefore enlist the expertise of colleagues, family members, and others in counseling and advising students on a wide range of issues, from academic progress to social relationships. Doing so enables teachers to identify students' strengths, interests, and talents and support students' learning and development. As advocates for students, accomplished teachers base decisions on students' needs, even when those decisions are difficult to implement or contrary to popular opinions. Teachers recognize that their professional responsibility includes defending students when students cannot defend themselves.

Teachers foster the growth of networks of support and self-help that make students' school experiences positive. Drawing from the varied settings that serve students, vital links in these support networks include school administrators, general education teachers, paraeducators, mentors, school counselors, therapists, psychologists, social workers, medical professionals, peers, and family members, as well as community agencies, leisure providers, universities, and local businesses.

## ***Standard II***

# ***Knowledge of Philosophy, History, and Law***

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*Accomplished teachers of students with exceptional needs understand how philosophical, historical, and legal foundations of their field inform the development of effective practice. They draw on this knowledge to organize and design appropriate practices and to ensure that students' rights are protected and respected.*

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Accomplished teachers of students with exceptional needs are grounded in the philosophy, history, and laws that provide the basis for effective practice. They know and appreciate the legal rights and responsibilities of students and their families and ensure that the rights of all students are recognized, respected, and protected. They can explain the reasons for instructional choices and the materials, equipment, and resources needed to teach students with exceptional needs.

As professionals, accomplished teachers not only know what is right to do but also do what is right. Teachers of students with exceptional needs understand the provisions of the laws pertaining to their students and how they apply to their practice. As their educational practices and philosophy have evolved, however, they have gained greater knowledge and experience, and have come to appreciate and demonstrate the true spirit of the law. Beyond simply knowing and understanding the law, they apply it to enrich their teaching and to enhance meaningful learning for their students. The philosophy guiding the practice of accomplished teachers extends beyond a certain set of educational standards and reflects a commitment to equity and access for all students. Teachers reflect deeply on what they believe, can articulate their personal philosophy, share it with others, and infuse it throughout their practice.

Accomplished teachers maintain a strong philosophical foundation grounded in their depth of knowledge about effective teaching practices and student learning and inspired by deep reflection about equity, human rights, and quality of life for students with exceptional needs. Teachers' beliefs derive from their professional preparation, their experience, and their analysis of contemporary research and professional materials.

Teachers have an understanding of the history of their field in the United States and of the federal, state, and local laws and significant court decisions that

eliminate discrimination and bias and entitle all students to a free, appropriate public education in learning environments that best serve students' needs. Additionally, teachers are knowledgeable about broad philosophical influences that arose in the twentieth century that promoted an acceptance of exceptionality within the human experience and specified the rights of individuals to participate in and contribute to society. Teachers know that special education laws are rooted in civil rights legislation designed to protect access, participation, and progress in education. They have an appreciation for how the historical struggle of children and adults against segregation and exclusion from mainstream society has formed the basis of their educational practices and has shaped the teacher's role in educating students with exceptional needs, including those who are members of racial and ethnic groups and language minorities.

Accomplished teachers understand that these historical, philosophical, and legal processes have contributed to new assumptions and principles about educating students with exceptional needs, including the idea that all children have the right to be educated in settings with their peers, receive an education appropriate for their educational and developmental needs, and maximize their potential for growth into productive adulthood. Drawing upon their knowledge of history, philosophy, and law, teachers also acknowledge how their individual beliefs about children with exceptionalities affect their practices and their commitment to educating all children in settings that best meet their needs.

These teachers have an understanding of federal, state, and local laws that has led to the development of their field as a discipline and a set of practices. They understand and appreciate the dynamic nature of lawmaking and recognize that changes in laws influence the roles and responsibilities of teachers. Further, they recognize the importance of related education and disability laws that influence educational environments and the range of service options, coordination of services across systems, collaboration among professionals and with families, and transition services. For example, the Individuals with Disabilities Education Improvement Act and the Elementary and Secondary Education Act have drawn national attention to the importance of high-quality teaching of children with exceptional needs and have redefined the standards for preparing and certifying highly qualified teachers. The Americans with Disabilities Act and related laws, for instance, protect the educational and employment rights of children and adults with exceptional needs. Such legislative decisions signal the need for teachers to be responsive in their practice, while at the same time recognizing the fundamental, enduring principles embedded in the laws. Teachers actively seek information to stay abreast of legal mandates and educational trends in their field. Teachers of students who are gifted, for example, familiarize themselves with district policies and state laws regarding the identification and education of students who are gifted, and advocate effectively for equitable access for and treatment of students. (See [Standard XII—Reflective Practice](#).)

## Teachers Are Effective Advocates

Accomplished teachers comply with the laws and understand their advocacy role in safeguarding the due process rights of students and families in decisions about assessment, placement, instruction, and transition. Teachers recognize their responsibility to ensure to the best of their ability that everyone involved in educating students with exceptional needs is informed about legal mandates that protect student and family rights. Within their advocacy role, they may participate in or lead task forces on policies and practices in their field, working not only with colleagues and families but also with community representatives. They are articulate in explaining the specialized instruction for students with exceptional needs and the specialized materials, equipment, and financial resources required to provide instruction. When faced with challenges, teachers pursue creative options, such as collaborative partnerships within the school and with community organizations, universities, and businesses.

Accomplished teachers of students with exceptional needs use their knowledge of law and foundations to enhance the understanding of their peers and related professionals about the philosophy and laws that shape their roles, practices, and collaboration. Teachers advocate for students to have meaningful access to the general curriculum, appropriate learning opportunities, and related activities. In some cases, these teachers challenge the philosophy and educational delivery system of the school, the district, or the service agency and advocate for changes to meet the needs of students and their families. Teachers may collaborate with other professionals within the school, such as the psychologist, counselor, or social worker, to implement positive behavioral and learning interventions. A teacher may need to consider the full impact of a child with intensive needs in the general education setting and advocate for appropriate supports and resources within that setting or for a review of the appropriateness of the placement. Teachers might collaborate with general and special education teachers and career-vocational educators to develop combined academic and career-vocational programs to prepare students for post-secondary transition. In such situations, teachers consistently and effectively work to resolve disagreements, bring about necessary changes, and maintain or expand productive and essential programs and services. (See [Standard XI—Contributing to the Profession and to Education through Collaboration](#).)

## Teachers Exemplify High Ethical Ideals

The practice of accomplished teachers is consistent with the codes of ethics and standards of their profession, including reflecting on the ethical dimensions of decisions regarding confidentiality; placement; distribution of resources; instructional practices; and relationships with students, families, and other professionals. They are fully conversant with laws, regulations, and policies protecting students' and families' rights of privacy, and they are meticulous in controlling access to confidential information. Furthermore, they ensure that colleagues and families understand and observe protocols of confidentiality. Teachers verify that services designed to benefit students and families adhere to ethical standards.

## ***Standard III Diversity***

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*Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.*

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The populations served by teachers of students with exceptional needs are diverse across many dimensions. Accomplished teachers ensure that all students—regardless of their exceptionality, race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, or gender—receive equal opportunities to participate in, enjoy, and benefit from needed services, instructional activities, learning experiences, and resources. In all settings where students receive services, teachers insist that all individuals are treated with fairness and respect. These teachers comprehend the challenges faced by many of their students who, because of their exceptionalities, may be excluded from opportunities available to other students. Accomplished teachers know the range of inequities that keep students from meaningful access to quality programs and services and are committed to making such programs available to all.

### **Teachers Create Environments in which Equity, Fairness, and Diversity Are Modeled, Taught, and Practiced**

By showing respect for and valuing all members of their communities and having high expectations that their students will treat one another fairly and with dignity, exceptional needs teachers model and promote the behavior necessary for a diverse society. They know that the attitudes they display as they work with students, families, colleagues, community members, and others who support the learning process provide powerful models for students. As a result, they conscientiously demonstrate in their own behaviors the kind of behavior they expect from students and others.

Accomplished teachers create learning environments that value the dignity and worth of each individual. To help all students feel welcome as active contributors, teachers design instruction, materials, and curricula that reflect the diversity of learners and illuminate their significance in teaching and learning experiences. Native language and multicultural materials, for example, allow English language learners to see themselves represented culturally and linguistically. Sensitive to the complexities involved in treating each student equitably, teachers make sure that all pupils

receive appropriate attention and that their assessments of student progress offer multiple avenues for success. The broad range of characteristics, backgrounds, and developmental levels among students with exceptionalities provides accomplished teachers the opportunity to raise awareness among their students of how to respond to others different from themselves and how to honor others' strengths and abilities. Teachers actively and positively challenge those who express inappropriate perspectives on others, teaching the importance of equality, fairness, and respect. (See [Standard VIII—Curriculum and Instruction](#) and [Standard IX—Learning Environment](#).)

Within all contexts where students are served, teachers appreciate the importance of helping others understand the nature and complexity of students with exceptionalities. Certain students, for instance, might be presumed to choose not to work to their potential, when in fact their behavior reflects their particular exceptionality. Teachers work proactively with colleagues who serve these students to communicate a clear understanding of each student's strengths and needs, and to eliminate potential misunderstanding, stereotyping, biases, and discrimination. Teachers have a repertoire of strategies to build others' awareness, sensitivity, acceptance, and appreciation for students with exceptionalities who are members of their classrooms, schools, and communities, and they collaborate with general education teachers and others to implement these strategies. They encourage the selection of instructional materials that depict diverse groups of children and adults with exceptionalities. They seek opportunities to share experiences and deepen mutual understandings of the nature of exceptionalities.

## Teachers Respect the Diversity of Families

Accomplished teachers are aware of and responsive to family and cultural issues that affect beliefs, expectations, and norms for behaviors. Teachers understand, for example, that in some families having the student lead an individualized education program meeting may be interpreted as disrespectful or inappropriate by the family because of differences in roles and responsibilities assumed by children from that particular cultural group. Respecting the family's autonomy, teachers use culturally accepted ways of seeking information from families to help determine how to meet students' needs. To provide families access to information useful in designating appropriate services for students and in identifying their rights and responsibilities under the law, teachers secure materials in families' native languages or otherwise ensure that families understand the information being conveyed. Teachers, for example, might use interpreters to assist communication with students and families who are deaf or hard of hearing. (See [Standard IV—Family Partnerships](#).)

## Teachers Ensure Access to Quality Learning Experiences

Accomplished teachers ensure that all students are appropriately and fairly given access to the high-quality programs and opportunities they need. They make sure that accountability systems incorporate diverse learners with exceptionalities and include appropriate assessments, modifications, and accommodations. A

multi-tiered assessment, for example, might enable a teacher to identify students with gifts and talents. Teachers work against barriers that inhibit understanding the whole child. They understand and are sensitive to cultural, ethnic, gender, economic, and linguistic differences that may be misinterpreted. They know that lack of attention to these factors can lead to inappropriate assessment of students, over- and under-identification of students for special services, and inappropriate placement and instruction. The over-representation of certain groups, for instance, may result in their isolation in restrictive environments. Teachers ask questions, seek the assistance of other professionals, and take actions to ensure the appropriate assessment and identification of students and to improve instructional services for them.

## ***Standard IV***

# ***Family Partnerships***

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*Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to promote understanding of the student and to achieve educational goals.*

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Teachers view parents, guardians, and other caregivers as partners in a productive dialogue to benefit students. They regard collaboration with families as essential in providing the support, motivation, and understanding students desire and need to advance their own learning. Through such relationships, teachers gain knowledge about their students. In turn, with families they celebrate successes and address challenges that often accompany educating and providing care for students with exceptional needs. Teachers serve as a resource for families and provide them with a wide range of information and support to help them become significant partners in educating their children.

### **Teachers Gain Insight about Students through Partnerships with Families**

Accomplished teachers recognize that families are insightful observers and reporters of their children's strengths and needs. They understand that families have a crucial and continuing influence on their children's development and on their attitudes toward school, learning, and work. Teachers know how to engage families appropriately and effectively in their children's educational programs and collaborate with them to promote their children's growth. Thus, teachers signal clearly through words and deeds the importance of families as partners, striving to keep communication open in an amicable dialogue and involving families in the student's instructional progress.

Teachers know that significant benefits accrue from regular interactions with families: families gain confidence and competence in participating as partners in their children's education, and teachers gain understanding about students that assists them in addressing students' needs. Through open communication teachers can obtain information about changes or events in the home environment, such as adjustments to a student's medication, which affect learning and behavior. Effective communication with families helps teachers learn about students' backgrounds, such as their home languages, that may have an impact on instruction. To further students' development, teachers actively seek to learn about the cultures of which

their students are a part, respecting cultural identities and acknowledging cultural factors and traditions that may influence students' learning.

Accomplished teachers treat families with sensitivity and respect, and they respond thoughtfully and thoroughly to families' concerns and needs. Teachers understand that families vary in how they view exceptionalities and in how they participate with professionals and schools. Teachers who recognize differences in values, relationships, and routines between home and school environments promote positive, constructive interactions. Communicating with and involving families is complex, even when families and professionals speak the same language and share opinions and values; when they differ, effective communication is even more important. Teachers are empathetic listeners as they inquire about family perspectives on education, behavior, and expectations for student progress. They seek to achieve mutual understanding in support of the best interests of students. In searching for common ground that respects family and community values, however, teachers do not sacrifice important instructional goals.

## **Teachers Collaborate with Families to Support Students' Education**

Teachers seek family input to complement, enrich, and expand student learning. They are adept at exchanging information and ideas with families so parents and other caregivers understand how their children are progressing with educational goals and so teachers can respond appropriately to family concerns. Together, teachers and families discuss expectations and priorities. As necessary, teachers interpret assessment results, portfolio entries, and school rules for families and discuss student work in a manner that provides families with an accurate and understandable explanation of their children's progress. In some cases, an accomplished teacher may be the first person to work with families to identify what students can do instead of what they cannot do. Teachers collaborate with families to help students set goals, develop effective learning habits and study skills, complete assignments, build positive social relationships with peers and others, and improve performance. For example, a teacher of a student with severe or multiple disabilities might need to explain to a family the cognitive delays of their middle school-aged child who is being instructed at a preschool level, whereas a teacher of a student who is gifted may initiate a discussion on the appropriateness of subject or grade acceleration. Additionally, teachers take steps to ensure that parents have opportunities to share information about their language and culture and discuss their concerns about how these factors may influence a student's performance or the interpretation of that performance.

Teachers are sensitive to varied family roles and structures, and understand the diverse circumstances in which students live. Accomplished teachers support students by recognizing their situations, acknowledging the differing levels of involvement parents may have—absent, challenging, knowledgeable, highly engaged—and adjusting their interactions to match family needs. Whatever the extent of family involvement, however, teachers recognize that they are responsible for ensuring the

educational progress of each student by accommodating the student's needs and the goals of individualized education and transition plans.

### **Teachers Serve as Links in Family Resource Networks**

Accomplished teachers are knowledgeable about programs and materials for parent education and support that provide resources families can use to extend and complement school-based learning activities, such as family support groups, vocational rehabilitation, counseling, and mental health services. As advocates for their students in a range of instructional environments, teachers collaborate with families and with professional colleagues to foster success for students in all settings. Teachers therefore are alert to students' and families' special needs, and they help families identify and access community services and programs that can meet those needs. Teachers, for instance, might acquaint some families with opportunities for academic enrichment. Some families might request information about community organizations that teach sign language. Teachers know that strengthening the family's ability to be self-sustaining and independent is crucial to their success in supporting student achievement.

# ***Student Learning and Development***

## ***Standard V Assessment***

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*Accomplished teachers of students with exceptional needs design, select, and use a variety of assessments to obtain accurate, useful, and timely information about student learning and development and to help students reflect on their own progress.*

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Accomplished teachers recognize that the assessment and evaluation of student progress must be a continuous process, not an occasional event. They have a comprehensive view of assessment that encompasses a range of formal and informal evaluation methods, such as screening and pre-assessment services, progress monitoring, observation, and remediation and outcome assessments.

### **Teachers Use Diverse Assessment Methods for a Variety of Purposes**

Accomplished teachers view assessment as a tool for measuring progress, defining realistic goals, determining appropriate placement options, and helping students understand their strengths and needs. Their emphasis on student growth requires the knowledge and use of a wide range of assessments, such as norm- and criterion-referenced assessments, formative and summative assessments, and formal and informal assessments. Through such assessments, teachers establish the student's baseline performance by which progress can be monitored over time. As part of a team, teachers determine student eligibility for special services and evaluate student access to and participation in the general education curriculum. Teachers draw conclusions about student needs as they interpret assessment results and align the student's individual goals and learning objectives with the data collected. Teachers recognize that assessment instruments and procedures serve different purposes and are careful to use the appropriate data when making decisions regarding students. Teachers adeptly use multiple evaluation methods, both formal and informal. Where appropriate, teachers select and use standardized assessment instruments and interpret the results clearly and accurately. Teachers also evaluate student progress through observation and questioning and frequently

develop their own informal assessment tools, which might include journals, portfolios, demonstrations, exhibitions, or oral presentations. For students in early childhood, for example, a playtime assessment might be effective. To measure learning for some students, performance-based assessments, such as writing a play or creating a piece of music might be appropriate. In using assessment data as a basis for decisions about instruction, teachers view their findings not only as indicators of student understanding and progress, but also as a means of reflecting on their own practice.

Teachers establish clear and succinct criteria for instructional goals, thus enabling students to understand assessment norms. They help students learn to judge their own work, and in some cases, the work of others. Where appropriate, teachers allow students to participate in the process of choosing assessments that best display the students' skills and accomplishments. They encourage students to set high and attainable goals for themselves, and they select strategies that help students reach those goals, teaching them to develop the habit of self-assessment as they evaluate their own progress and practice making decisions on the basis of their conclusions. Teachers, for instance, might instruct students to transfer rubrics used to guide their writing in an English course to writing assignments in other disciplines.

Teachers support student achievement in a range of assessments, including those for classroom, school, district, and state accountability purposes, as well as post-secondary training and college entrance examinations. When possible, teachers encourage students to advocate for themselves in identifying and securing modifications and accommodations that fit their needs. A teacher might encourage a student who has oral articulation problems but strong writing skills, for example, to use technology that permits communication with others in writing while the student works to develop clearer articulation. To ensure that students who have exceptional needs access high-stakes assessments, teachers evaluate students to recommend appropriate accommodations, carefully following guidelines that uphold a test's validity. By doing so, teachers enhance opportunities for student success in the face of heightened academic accountability. Affirming that assessments must reflect the high standards they set for students, teachers encourage the implementation of appropriate, unbiased, and necessary tests and testing programs.

Teachers acknowledge the limitations of certain evaluative instruments that may reflect linguistic, cultural, or economic bias and therefore make appropriate choices for accurate and realistic assessments. Students who are learning English as a new language may need diagnostic materials in their native language. For students whose exceptionality dictates a mode of communication other than spoken English, assessment strategies may require modification or the use of alternative instruments, and results may require special interpretation. A student who is deaf, for example, might need assistance in clarifying the meaning of a written response structured in the phraseology of American Sign Language. A student who is visually impaired might require environmental accommodations and modifications. A student with limited verbal communication skills may need to be assessed using a nonverbal instrument.

When appropriate tests or other assessment instruments are not available, teachers employ creative strategies to derive valid measurements of student achievement.

Accomplished teachers measure student progress when students move from one instructional environment to another to determine whether the settings support student achievement. Assessments over diverse learning contexts range from informal observations that result in immediate adjustments to formal diagnostic measurements that teachers consider in light of long-term goals. Teachers document learning and growth within the varied contexts of academic, social, and work environments. They conduct assessments as students move from early intervention programs to school, from elementary to middle school, from special to general education, or from school to work-related environments. Secondary teachers continue appropriate assessments to help students succeed beyond school environments into vocational programs, community-based and job settings, or institutions of higher learning. Teachers anticipate how students may respond to changes in learning environments and provide assessment information to help students, all service providers, and families achieve successful transitions.

## Teachers Collaborate in the Assessment Process

To evaluate student progress across various settings, teachers receive, analyze, and interpret assessment data from numerous sources, such as general education teachers, school personnel, families, psychologists, private clinicians, counselors, speech pathologists, bilingual educators, reading specialists, medical and professional agencies, and others. Teachers ask incisive questions to gauge how others view their students. Understanding that accurate and thorough assessment information is vital to accomplished teaching, they use this information to select appropriate curriculum and design instruction. A teacher of young children, for example, might devise a checklist to measure a student's progress in multiple skills over several environments and from that data create curriculum and determine instructional strategies specific to that student's needs. In helping students achieve success in educational and career goals after leaving high school, teachers might work with transition assessment specialists to match courses of study, accommodations, self-determination skills, and community and vocational resources to students' needs.

Teachers work collaboratively with a full range of school personnel and other professional colleagues on issues of student assessment to ensure that students with exceptionalities access curriculum and achieve success. Aware of accommodations available for assessments in various contexts and focusing on the specific needs of their students, teachers assist general education colleagues in creating, accommodating, and modifying assessment tools that ensure access to the curriculum and accurately reflect the progress of students with exceptional needs. To measure achievement in the general education curriculum, teachers evaluate how well accommodations and modifications function for particular students.

Familiar with the benefits and limitations of different instruments and procedures of evaluation, these teachers carefully match assessment techniques to students'

developmental levels and to the particular attributes being assessed and then judge the appropriateness of the techniques in the context of students' educational goals. Teachers of students who are blind and visually impaired, for example, might collaborate with diagnosticians and school psychologists to plan assessments of developmental skills and academic functioning that yield useful, meaningful information specific to students' exceptionalities. When diagnostic assessments have been concluded they participate in meetings with appropriate staff members, family members, students, and others to interpret the results and explain their implications. They may also conduct workshops and training sessions to keep staff abreast of advances in student and program assessments. In such ways accomplished teachers fulfill their role as specialists or consultants in purposeful assessment.

Accomplished teachers welcome and include students and families in the assessment process. Families and teachers work together to develop and monitor individual plans for students and to assess student progress toward mastery of particular goals or objectives. Family involvement is important in helping teachers understand how students function at home and in the community. Teachers join with families to create effective communication systems to provide each other frequent and substantive information about student progress. Such options as regular meetings, telephone appointments, electronic communications, daily journals, home visits, video conferences, and other strategies mutually reinforce learning at school, at home, and in the community.

# **Standard VI**

## **Communication**

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*Accomplished teachers recognize the critical nature of communication for students with exceptional needs. They develop and foster communication skills that enable students to access, comprehend, and apply information; acquire knowledge; and develop and maintain interpersonal relationships.*

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### **Teachers Understand Language Acquisition and Development**

Accomplished teachers know that students acquire language through the exchange of meaningful messages, so teachers provide students with multiple opportunities to practice language with one another and with others in school and in the community. Teachers understand that authentic communication can take place anywhere in many different modes and that the true essence of communication is the exchange of meaningful information between partners regardless of the complexity of the messages. Teachers also understand that for students to succeed in language learning, instructional contexts must be significant to students, who benefit when they see themselves as partners in their language education. Some students, for instance, might be inspired to learn technical vocabulary related to a particular field. The teacher of a student with severe communication disorders, for example, might help the student understand the concept that apple means snack or juice box means juice, and then encourage the student to point to an apple or to a juice box to indicate hunger or thirst, respectively. Accomplished teachers recognize that students' needs guide effective language learning, which occurs when students perceive the personal importance of the instruction.

Accomplished teachers understand language variations and speech and language disabilities. They know that language is learned through approximation of standard usages and that making mistakes is an integral part of language learning. Teachers design communication opportunities in which experimentation, failure to communicate successfully, and success teach students to help themselves take risks in their language learning, strengthen their ability to repair their communication, and develop meaningful interactive exchanges. Teachers support students' use of invented spellings in early writing, for instance, but know when to provide constructive feedback. A teacher might reinforce a student's talent and interest in public speaking, for example, by filming a debate or mock trial and then critiquing the student's presentation. Accomplished teachers use a wide range of response activities for the purpose of language assessment, such as dramatic productions, stories, and communication that occurs naturally in a variety of settings. By offering a

selection of choices, teachers provide students opportunities to improve and expand their language abilities.

To foster language development teachers provide students with messages that are scaffolded so that learners can extract meaning from them. Employing appropriate complexity for the developmental needs of each student, teachers use graphic organizers, visual representations, and concrete objects to clarify language that students encounter in textbooks and other learning materials and to clarify language used to deliver instruction. Teachers know that supporting language instruction in these ways is especially important for students acquiring a new language or dialect.

Teachers skillfully observe their students' progress in developing language and literacy skills, determine what students need to learn next, and design special interventions as necessary. Teachers understand that communication involves a wide variety of factors and conditions relating to thought, speech, language, and hearing. They recognize both overt and subtle communicative breakdowns and skillfully provide appropriate instructional support. For example, an accomplished teacher would perceive that a student who responds, "Ding, Ding, Ding, Ding, you are free to move about the cabin" when asked to identify something that flies has answered correctly because the student is expressing knowledge in the correct context. Immediate instructional support might include helping the student access the word airplane by providing the initial sound or a selection of words from which to choose. Long-term instructional support might include having the student practice describing objects by their shape, category, and function.

As careful listeners and observers, teachers identify communication delays, disorders, and differences and respond to them as they occur, adjusting their own language as appropriate to ensure student comprehension. In evaluating language acquisition problems, teachers consider a range of language-learning issues, such as prior exposure to curriculum, cognitive and learning characteristics, and academic and experiential backgrounds. Teachers recognize that individuals with communication disorders often struggle with language at its most basic level and sometimes have difficulty making themselves understood clearly. A student may state that someone buttered him, for example, when he means that he has been bothered. Students may have difficulty composing their thoughts and ideas or understanding what others say. They may be able to imitate words and phrases but not use words properly. For instance, when questioned about a disruptive incident, a student who has difficulty with expressive language may say that she pushed a friend, when in fact, she was pushed. Another student may talk about personal home situations or private bodily functions without understanding how doing so transgresses norms and expectations for appropriate communication in particular social settings. Another student may not know the rules of polite conversation and interrupt at inappropriate times or change topics abruptly.

Accomplished teachers understand the need to differentiate between communication needs based on language or dialectical differences and those that are exceptionality-based. They recognize the numerous challenges faced by

students who do not speak English as their primary language or who speak dialects of English and ensure that all students are given every opportunity to succeed. Teachers know that regional language patterns and dialectical variations could be mistakenly interpreted as speech and language delays or deficiencies. In some instances, these perceived delays or deficiencies trigger referrals for special services when they are unnecessary. 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 have difficulty trilling the [rr] sound in Spanish words like *perro* or *burro*. Accomplished teachers also know that some errors that on the surface appear to be reading miscues, such as reversing the [k] and [s] sounds in *ask*, may actually reflect dialect differences. Teachers collaborate with specialists and professional colleagues, including bilingual educators and English as a new language specialists, to evaluate students who are linguistically diverse and determine whether they need language support services, special education services, or both. In addition, accomplished teachers develop collaborative assessment tools to accurately evaluate students with linguistic diversity, understanding that students are best assessed and served within and across many contexts and with multiple communication partners.

Teachers are sensitive to cultural influences on communication related to student learning, both academically and socially. They understand that different cultures have different styles of interaction in terms of preferred language or mode of communication, body language, voice tone and intensity, attitudes about personal space, and role perceptions. Furthermore, teachers acknowledge and respect differences in students' life experiences, world views, cultures, mores, and values. Many people who are deaf, for example, regard American Sign Language as an important part of their culture and wish to preserve it for future generations. The teacher of a student from a Mexican background, for example, who alters the student's word choice from *graveyard* to *park* in a story about picnicking in a cemetery on *Día de los Muertos* (Day of the Dead) has not honored the student's cultural heritage if this is the way her family observes this holiday.

Accomplished teachers understand that all behavior is a form of communication and that inappropriate behavior is often a response to communication breakdowns. For some students, powerful emotions affect their communication skills and create a variety of communication barriers. Teachers comprehend the complex relationships between communication and emotion, and they demonstrate patience and tolerance in teaching and assessing expectations for communication. They understand and anticipate the emotional responses triggered by aspects of communication, such as tone, voice volume, and word choice. They listen. They guide students to express themselves accurately and appropriately.

Teachers can differentiate between aspects of students' communication that require language-related interventions and those that require behavior-based interventions. They also acknowledge the necessity, at times, for explicit instruction on expectations and behaviors to assist students in developing a repertoire of interaction skills. A teacher whose student gains attention by yelling or hitting, for example,

knows how to replace that communication system with more appropriate behavior to advance the student's educational and social development. Teachers interpret the real message behind the behavior being exhibited. For a student with autism spectrum disorder whose communication breakdowns occur each time he goes to breakfast but never at lunch, for example, an accomplished teacher would investigate whether the behavior results from several different factors dealing with food choice, peer relationships, time of day, or communication partners. After gathering and assessing meaningful data to determine the nature of the communication events, the teacher would intervene accordingly to create and implement appropriate communication exchanges, collaborating with the student, staff, and peers involved. Accomplished teachers regard a student's behavior as a source of information and insight into the child's communication, not as a problem to be corrected.

Teachers understand students' behavior in relation to their communication skills and introduce strategies that enable students to gain insight into their behavior and relieve their frustrations in constructive ways. By giving students opportunities to discuss their opinions and ideas and to share personal reflections and beliefs, for instance, teachers help them communicate their intentions clearly so what they communicate is acceptable to others. (See [Standard VII—Social Development and Behavior](#) and [Standard IX—Learning Environment](#).)

## **Teachers Use Unique Strategies to Develop Communication Skills**

Teachers use learning strategies appropriate to the language development levels and communication needs of all their students. For some students, teachers might obtain augmentative and assistive technology, special equipment, or electronic devices, such as screen readers and alternative keyboards. When designing electronically-mediated instruction, accomplished teachers consider students' communication needs as well as the developmental, mental, and physical abilities required to use communication devices effectively. For example, technology that reads and interprets facial expressions might help a student with autism spectrum disorder understand others' emotions and respond appropriately. To assist students who are mildly disabled frame responses to a language arts lesson, a teacher might utilize interactive technology that allows the immediate viewing of student feedback. As necessary, teachers collaborate with speech and language experts concerning students' communication needs.

### ***Students with Moderate to Severe Communication Disorders***

Teachers of students with moderate to severe communication disorders know that for students to be proficient in their chosen mode of communication, it must be understandable with many different partners in several environments. Teachers are innovative in addressing students' communication difficulties and design meaningful, developmentally appropriate language learning contexts tailored to students' needs. The solutions teachers derive to address students' communication difficulties demonstrate flexibilities and offer varied opportunities to gain and exchange knowledge and information. For a student with severe articulation problems, for example, an accomplished teacher might construct a communication board featuring favorite

objects or pictures representing the student's most common words and phrases and most relevant and important needs. These objects, such as a drinking cup or special spoon, would have rich meaning and functional significance for the student and, once incorporated into the student's school day, might inspire communication with partners.

Accomplished teachers employ strategies and methods to enable each student to learn and use both receptive and expressive communication skills. They are familiar with augmentative and assistive communication devices and, when appropriate, evaluate and recommend specific equipment for individual students. Teachers, for instance, can successfully train a nonverbal student with multiple exceptionalities to use a portable, talking communications device to maximize the student's receptive and expressive capabilities. Teachers help students develop the highest level of communication skills possible, whether written, verbal, gestural, pictorial, or aided through a communication device.

Accomplished teachers recognize that functional communication skills are essential for students with moderate to severe communication disorders, so they include in their language arts instruction a special focus on functional reading and writing, such as decoding bus schedules and street signs and compiling shopping lists; following written directions; developing listening skills; and acquiring a basic vocabulary that allows students to express themselves, comprehend safety warnings, and understand others at home and in the community. They do so in a manner that is age appropriate and sensitive to students' level of competence to increase the prospects that students can reach their full potential.

### ***Students with Visual Impairments***

Accomplished teachers of students who are blind and visually impaired are knowledgeable about the broad spectrum of specialized and unique communication skills for their students and multiple strategies to implement specialized communication skills. They understand the critical need for their students to be proficient in a variety of communication skills and tools to access and participate in all teaching and learning activities in their education curricula and in all school environments. These unique communication skills may include reading and writing braille, interpreting tactile graphics, using assistive technology, listening, and using low vision devices to read and write print. Teachers ensure that students have the specialized and unique knowledge and skills to communicate efficiently and independently in all settings.

Teachers ensure that students are actively engaged in communication activities in their primary learning medium at the same level as their sighted peers, especially if braille is needed. If a student reads and writes in braille, the teacher provides instruction so the student is knowledgeable in all braille codes, such as literary, Nemeth, music, and computer and tactile graphics. They teach students to use a variety of technology tools and equipment for braille and speech access for communication, such as braille writers (both manual and electronic), braille note-takers, refreshable braille displays, braille translation software, speech screen readers, and digital players.

A teacher, for example, might instruct a student who reads and writes in braille at the middle school level how to access all books and related curriculum materials in braille and tactile formats. For this student, the teacher would ensure that science and social studies materials are in braille and tactile graphics and that the student has the appropriate assistive technology tools. The teacher would make available tools such as a braille note-taker that translates from braille to print and print to braille and a laptop computer with braille access so the student can participate fully in the classroom. For a student who knows music braille code, the teacher might arrange access to braille music materials and tools for reading and creating braille music for the student to participate in choir and band. The teacher provides instruction so the student has the braille literacy skills to participate independently and efficiently in teaching and learning activities.

For a student who reads and writes in print and uses low vision devices, the teacher provides instruction so the student is knowledgeable about how to access print information for near and distance visual tasks. Teachers instruct students in using a variety of low vision devices to engage in all teaching and learning activities in all environments. A teacher, for example, might instruct a first grade student in using a magnifier to assist with map skills during geography lessons. The teacher might also provide a monocular telescope so the student can independently read letters on the whiteboard at the front of the room during a spelling lesson or read the menu posted at lunchtime in the cafeteria.

If a student communicates using tactile communication strategies, the teacher collaborates with team members to ensure appropriate and meaningful materials are created and provided in multiple literacy modes, such as tangible symbols, tactile symbols, and braille. The teacher provides instruction in the skills necessary to interpret tactile symbols and ensures they are used in all teaching and learning activities. A teacher, for example, would show a student in early childhood how to find the tactile symbol with a miniature wheel to communicate with the classroom teacher that it is time to get on the bus to go home, or to use the tactile symbol with a miniature cane to communicate that it is time for mobility lessons with the orientation and mobility specialist.

To teach and provide specialized communications skills, teachers have access to a wide array of resources and entities. They engage in a variety of evaluation activities to identify appropriate communication skills, work collaboratively with team members to enable students to communicate effectively in all environments, and monitor student performance to ensure success.

### ***Students Who Are Deaf or Hard of Hearing***

Teachers know that language and communication access and development are central to the well-being and to the learning of students who are deaf or hard of hearing. Teachers are fluent in the languages or modes of communication students might use, such as American Sign Language, cued speech, Signed Exact English, or Pidgin. In working with students and families to select appropriate modes of

instruction, teachers take account of the controversies surrounding communication methodologies and philosophies and can articulate the arguments for and against each philosophy as they relate to the home and community circumstances of each student.

Teachers are familiar with current technological devices specifically related to the communication needs of students who are deaf or hard of hearing. They are knowledgeable about the benefits and drawbacks to cochlear implants and can provide families a variety of resources regarding this procedure. Teachers are familiar with varied forms of assistive technology, such as augmentative devices that change voice into text or voice and text into sign language; assistive listening devices, such as FM radio signals, infrared lights, and induction loop systems; visual assistive devices, such as video phones, video relay services, and visual PA systems; and text-driven electronic programs.

Teachers understand the urgency of early intervention for students who are deaf or hard of hearing, since many enter school with severe language delays. To close this gap, teachers might collaborate with general education teachers, families, peer helpers, audiologists, and other professionals to enact a number of teaching and learning strategies, such as preparing graphic organizers matched to students' developmental levels, captioning materials with helpful signs or symbols, incorporating lessons depicting familiar objects or activities paired with appropriate signs, arranging for field trips rich with multiple vocabulary opportunities, or designing test-taking accommodations.

Accomplished teachers can predict areas that will be difficult for students who are deaf and hard of hearing to grasp and develop strategies to meet these needs. In teaching from a text, for example, a teacher might scan the text to identify clusters—phrases that require translation into American Sign Language—and teach those clusters or emphasize them if they have already been taught.

For students who are deaf or hard of hearing, teachers understand the importance of managing instructional environments to ensure equitable access to learning opportunities. By managing ambient noise, incorporating group work or cooperative learning, relying on interpreters, using assistive devices and other technological supports, or implementing other effective strategies, teachers create appropriate contexts that support auditory and visual access for students.

Accomplished teachers of students who are deaf or hard of hearing have a deep knowledge of human speech and linguistics, including phonology, morphology, syntax, semantics, and pragmatic communication; the anatomy and physiology of the human auditory system; acoustics and the physics of sound; theories of primary and secondary language acquisition both in children who are hearing and in those who are deaf or hard of hearing; and theories of visual learning, especially spatial communication and instructional and memory aids (visual mnemonics).

## **Teachers Collaborate with General Educators, Related Service Providers, and Others to Facilitate Student Language Development**

Accomplished teachers understand that language development is a shared responsibility of all who provide services to students with exceptional needs, so they collaborate with general education teachers, bilingual specialists, speech and language therapists, families, and others to determine the nature of a student's communicative abilities and initiate appropriate instructional strategies. Teachers know that with proper professional development, allocation of resources, and coordination of services, students who have communication difficulties or who are linguistically diverse can successfully access general education curriculum and misidentification can be reduced.

# **Standard VII**

## **Social Development and Behavior**

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*Accomplished teachers of students with exceptional needs cultivate a sense of efficacy in their students as they develop each student's personal responsibility and independence, civic and social responsibility, respect for diverse individuals and groups, and ability to work constructively and collaboratively with others.*

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Accomplished teachers of students with exceptional needs take responsibility for helping students become independent, contributing members of society who maintain healthy and constructive relationships with others in their schools and homes, in the workplace, and in community and civic life. Their instructional decisions reflect the recognition that physical, intellectual, social, and ethical development are interdependent and that exceptionalities often affect each of these domains. Teachers view the development of positive behavior within a continuum of strategies that includes prevention, skill instruction, the creation of appropriate learning environments, and intervention. To promote positive behaviors, teachers actively collaborate with others who serve their students across varied settings, welcoming the contributions of and facilitating communication among colleagues and resources.

### **Teachers Teach and Foster Social Skills**

Recognizing that social interaction is crucial to communicative, cognitive, and affective development and that social skills contribute to successful learning in groups, teachers establish or contribute to classroom climates in which both verbal and nonverbal communication enhance social interactions and the development of social skills. They provide instruction in coping skills that provide students opportunities to resolve problems effectively, learn to exercise self-control, understand their motivations and reactions, manage themselves and their emotions in a variety of settings, develop a sense of social responsibility by taking actions to support the common good, and appreciate and respect others' viewpoints.

Teachers foster students' awareness of how cultural differences affect behavior and communication. Encouraging sensitivity both to verbal and nonverbal communication, such as body language, they strengthen students' understanding that cultural differences sometimes dictate how one should approach or respond to others. For instance, in some cultures lack of eye contact suggests disrespect and boredom, whereas in other cultures it is a sign of deference. In another instance, walking between two people in the midst of a verbal discussion is inappropriate, but walking between two people who are deaf conversing in American Sign Language is

not considered rude. Recognizing the diversity within cultural identities helps students know how to behave appropriately in a variety of settings.

## **Teachers Develop Students' Self-Confidence and Self-Determination**

Along with nurturing students' social and functional skills, accomplished teachers work actively to develop in students an intrinsic sense of their own significance, power, and competence. Respecting factors that contribute to a person's self-definition, teachers help students focus on positive self-concepts. They do so by providing opportunities for students to be challenged at their appropriate levels and to experience success, thereby advancing independence and a sense of personal accomplishment. Teachers create learning environments that enable students to participate directly in their own educational planning and to believe they can determine their own futures. They discover ways to motivate non-engaged students and lead them to understand the benefits of active learning and the relationship between academic involvement and the ability to achieve future goals. Teachers encourage students to seek and accept help in preparing for standardized tests and inspire them to persevere during times of such heightened academic accountability. They teach students their rights and responsibilities under the law and to advocate for themselves when faced with discrimination or other barriers to participation in education, work, or community life.

## **Teachers Encourage the Development of Social and Ethical Principles**

Teachers nurture in students the understanding of democratic values, including concern for the rights of others locally and globally. They inspire students to become aware of how they relate to family members, peers, their community, their country, and the world. They help students understand and use principles of freedom, justice, and equity and to recognize and work against discrimination, prejudice, and stereotyping.

By their own example and through class activities and discussions, accomplished teachers encourage positive character traits, including honesty, tolerance, loyalty, responsibility, and perseverance. They nurture tolerance in students for the behavior of others, including behavior that may arise from a student's exceptionality. Teachers design activities that encourage students to think about ethical dilemmas and issues from a variety of perspectives, guiding students to an awareness of the needs, views, and rights of others. Teachers know that mutual respect is a vital component in fostering tolerance and positive behavior, so teachers maintain learning environments that uphold fair and consistent rules and clear guidelines for acceptable behavior. By involving students in classroom rule-making and decision-making, teachers enable students to understand the effects of their own actions and promote an awareness of civic and personal responsibility, thus preparing students to make wise decisions when they assume adult roles.

## Teachers Foster and Support Positive Behavior

Accomplished teachers recognize that a student's behavior is a function of the complex interaction among numerous factors, such as the student's exceptionality, developmental level, previous school experiences, home environment, and communication skills. By using a variety of techniques, such as intervention plans, behavior contracts, visual aids, and verbal reminders, teachers target positive behavior and affirm students' ability to extend that behavior to various settings.

Accomplished teachers analyze and interpret students' behavior across contexts. They employ functional behavior analyses and develop behavior intervention plans in collaboration with students, families, and professional colleagues to help students understand, predict, and modify their conduct. Teachers ensure that such plans align behavioral expectations with individual learning goals and objectives, incorporate short- and long-term goals regarding student behavior, reward positive behaviors, and identify consequences.

To enhance positive behaviors that advance learning, teachers identify and head off antecedents to inappropriate behavior before they occur. They teach and reinforce appropriate replacement behaviors and encourage students to monitor their own behavior and to think about different ways of responding to situations. Teachers help students understand that behavior represents a form of communication, and they teach students decision-making skills and to weigh the consequences of their behavior. Whenever possible, teachers capitalize on students' appropriate behaviors to illustrate positive behavior in action.

To create, maintain, and reinforce behavior intervention plans, accomplished teachers collaborate with general education teachers, paraeducators, counselors, school psychologists, therapists, mentors, and families, upholding appropriate confidentiality. They promote communication and consistency among providers to ensure that plans are implemented effectively across settings. By doing so, teachers confirm that behavioral goals are approved, understood, and upheld by all those involved with the student.

## Teachers Maintain Safe and Secure Environments for All Students

Accomplished teachers establish a safe environment for learning. Teachers can distinguish between student behaviors that require positive behavior intervention and those that require behavior intervention, and they consult with specialists when these determinations are unclear. Teachers, for example, know how to interpret the fervor some students display in upholding their viewpoints and have the appropriate patience in judging a student's assertive enthusiasm. In balancing these considerations, teachers take into account their ethical obligations to all students and the legal guidelines for disciplining students with exceptional needs, abide by due process and other mandates, and apply professional judgment.

When disciplinary action is necessary, teachers act promptly and equitably, correcting problems with minimal disruption and using evidence-based intervention strategies. When necessary, they know how to call upon school and community resources that might assist them in establishing and maintaining discipline and order. They know appropriate actions to take when students are involved in fights, strategies for safely responding to students engaging in violent behavior, techniques for separating students who are out of control from other students, and approaches for holding students to prevent them from hurting themselves or others. They take care in such interventions to preserve students' dignity and to minimize constraints on their physical freedom while protecting student and personal safety. Although they recognize that physical management techniques may be called for in particular circumstances, teachers comply with state regulations, local policies, and professional guidelines that speak to these issues.

Accomplished teachers anticipate what may provoke crises or conflicts and know how to prevent or intervene in such incidents or mitigate their effects. These teachers have crisis management plans in place before incidents occur so that they can respond effectively to the needs of students. When possible, they take advantage of crises and turn them into opportunities to teach appropriate behaviors, reinforce acceptable routines, and provide guidance to promote self-regulation. When that is not possible, they nevertheless remain calm crisis managers, equipped with multiple plans of action that curtail potential problems and minimize interruptions to learning. Moreover, they skillfully and safely handle students in cases of an emergency that affect the whole school community, such as a lockdown or the evacuation of the school because of fire. Throughout a crisis, the accomplished teacher's primary goal is to return students to an active and secure learning environment. (See [Standard IX—\*Learning Environment\*](#).)

## ***Standard VIII***

# ***Curriculum and Instruction***

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*Accomplished teachers command a core body of knowledge of the disciplines and of specialized curriculum for students with exceptional needs. They draw on this knowledge to establish curricular goals, design instruction, facilitate student learning, and assess student progress.*

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Accomplished teachers use their command of curriculum and instruction, as well as their knowledge of child development and of exceptionalities, to make sound curricular decisions for their students. They consider the whole student, including factors that affect learning, as they design educational plans and services; as they select, shape, modify, and adapt curriculum and instruction; and as they assess student progress. As lifelong learners, teachers continually extend their knowledge in various areas of curriculum and instruction to meet the individual needs of their students with exceptionalities.

The work of accomplished teachers of students with exceptional needs varies according to the settings in which teachers instruct and the roles they serve. They may be a student's core subject teacher, or they may partner with the general education teacher as co-teacher, consulting teacher, or itinerant or facilitative teacher. For example, a secondary teacher in a residential school for students with emotional and behavioral challenges may provide instruction in English and literature while a colleague takes the lead in teaching mathematics and science. Teachers of students with emotional and behavioral challenges who teach mathematics in a co-teaching model have knowledge of the major ideas, theories, and concepts that characterize the mathematics studies curriculum. Itinerant teachers of students with visual impairments who consult with the general education social studies teachers, for example, have knowledge of the social studies state standards and expected student outcomes in this subject. Teachers collaborate with colleagues to establish ambitious yet realistic learning goals for students and to select appropriate curriculum options and instructional strategies to meet those goals and to challenge students in areas of their specific talents.

Regardless of their role or function, teachers of students with exceptional needs have knowledge of federal regulations, state standards, the general education curriculum, and a range of curriculum accommodations and modifications specific to students with exceptionalities. Moreover, accomplished teachers possess specific knowledge of the expanded curriculum—including social and emotional skills, life

skills, health and leisure education, and transition and career development—and how to individualize curriculum to meet the needs of students with exceptionalities.

Because the entry-level skills of each student may differ, teachers know that students do not all achieve the same goals at the same time and that they do not follow the same path to success. Accomplished teachers therefore individualize instruction for all diverse learners, providing multiple ways to engage students and enable them to demonstrate what they know. A teacher, for instance, may use a text to speech program to help a student understand a difficult piece of writing and, by doing so, create a learning opportunity for the student that might not otherwise occur. A teacher might initiate independent study and independent projects for high-performing students. By tailoring the content and process of learning to students' needs, teachers ensure that students access the entire curriculum and that curricular materials and instruction serve all students.

Accomplished teachers who work with students who are deaf, hard of hearing, blind, or visually impaired are experts at knowing and using unique tools and strategies to meet the needs of these students.

## **Teachers Are Grounded in the Academic Core Curriculum**

Accomplished teachers have knowledge of the core curriculum including English language arts, social studies and history, mathematics, science, the arts, health, physical education, and leisure. Teachers recognize that building competence in the ideas, themes, concepts, and facts comprising the core curriculum is an essential foundation that all students need. Accomplished teachers also know that the core components of any curriculum hinge on literacy and numeracy. Reflecting their belief that literacy and numeracy are foundational for success in school and in life, teachers ensure that these skills are integrated across the curriculum. Furthermore, teachers understand that core components may need to be expanded depending on each student's needs and exceptionalities.

### ***Literacy***

Accomplished teachers understand the nature of literacy. They are aware that the field entails a synthesis of knowledge of literacy acquisition and language development, as well as current literature on listening and speaking and the conventions of oral communication; on the reading process and how students learn to read, as well as the texts students encounter; on the writing process and how students learn to write; and on viewing and the conventions of visual communication in various media. Accomplished teachers can articulate this knowledge and use it to develop sound instruction for their students.

Teachers create rich environments for developing literacy skills by linking what students already know and are curious about with instruction. Teachers understand that developing language skills includes the ability to reflect on language, the development of a rich vocabulary, and the ability to communicate and understand

complex thoughts. In all instructional settings, teachers build on students' home languages and dialects, and structure learning opportunities to take advantage of students' prior literacy experiences. Teachers promote and encourage the development of language and literacy in English as well as in the languages spoken in the home and community. Knowing that oral language development supports the development of other literacy skills for many students, teachers may encourage play with sounds and words through rhymes, chants, and songs. Teachers skillfully offer suggestions to students about how they can improve their learning and do so without slowing the growth of students' expressive abilities and their desire to continue learning.

Accomplished teachers know how to help students listen and speak to share their ideas and feelings. Teachers know that listening involves receiving, understanding, analyzing, evaluating, and reacting to sounds and messages. They are adept at helping students understand that listening is vital to communication and learning processes. Accomplished teachers know that effective speaking involves factors, such as fluency, clarity, and awareness of audience, purpose, and context. They recognize that an understanding of the interrelatedness of speaking and listening as well as the interpretation of nonverbal skills—such as facial expressions—is essential to clear communication. Acknowledging that each person speaks what is, in effect, a personal dialect reflective of regional upbringing, ethnicity, occupation, age, and socioeconomic class, teachers accept the diversity of language forms of their students. They build on students' languages and dialects and teach a shared school language as they model effective communication. Additionally, teachers of students who are deaf or hard of hearing may model American Sign Language.

Accomplished teachers know how students learn to read. They know the processes, skills, and strategies that students at various developmental levels need to decode, comprehend, analyze, and evaluate texts. They therefore design appropriate instruction for students to understand patterns of phoneme-grapheme correspondences, syntax, and semantics, while also providing a wide variety of texts to prepare them to be fluent, lifelong readers. Teachers understand that reading builds on and extends language skills, including the ability to reflect on language, develop a rich vocabulary, and communicate and understand complex thoughts through language. Teachers strive to introduce students to the power of literacy and the joy of books while ensuring that all students acquire the foundational knowledge and dispositions for reading success.

Accomplished teachers know that writing entails complex and challenging processes through which students rarely move in a linear manner. Recognizing the key role writing plays in achieving successful communication and knowing that the best writing occurs in meaningful contexts, teachers craft writing instruction to match students' interests. They understand that writing takes many forms and has many applications and that writers draw upon a wide array of sources. Accomplished teachers know the importance of purpose and audience. They are familiar with the conventions of good writing. They know the importance of developing fine-motor skills for some students and of using models to teach effective writing. Understanding that

writing grows from and supports the development of other literacy skills, teachers weave language skills instruction throughout their teaching of writing.

Accomplished teachers recognize that visual communication is vital to achieving literacy in contemporary society. They understand the importance of being able to analyze visual language, interpret graphic representations, interpret and evaluate media messages, and communicate through visual media. They know the advantages and limitations of various media and how to teach students to develop their visual literacy. Teachers also understand that students who depend primarily on visual communication may require intensive, highly specialized reading instruction.

Accomplished teachers of students with exceptional needs use their knowledge of language and literacy development to address students' needs along a continuum of increasing complexity, from fundamental skills to critical and creative thinking. Building on their own expertise in devising literacy instruction, teachers assess students' responses and design activities that continually advance students from current skills and capacities, modifying tasks and conditions as necessary.

### ***Numeracy***

Accomplished teachers comprehend the nature of numeracy. They know the foundations of the number system and the importance of using patterns to make generalizations and develop mathematical understandings as well as the central concepts and principles of important mathematical domains. Teachers are familiar with the fundamental processes of mathematical thinking, exploration, representation, modeling, conjecture, inference, interpretation, and analysis in addition to the importance of proof and formal reasoning. Teachers understand how students develop numeracy and mathematics concepts and understandings, and they use this knowledge to design and select curriculum and instructional materials, choose assessment and teaching methods, frame discussions, and respond to students. They can explain their teaching strategies in terms of the concepts, procedures, processes, and ideas that define number systems and number sense, geometry, measurement, statistics, probability, and algebra (patterns and functions).

Teachers create many opportunities for students to construct their own concepts and understandings of numbers and ideas in mathematics through open-ended work in a wide array of situations. To demonstrate concepts and provide students opportunities for exploration in mathematics, teachers select and create a variety of resources, materials, and activities, such as manipulatives, textbooks, charts, newspapers, calculators, computer software, puzzles, and games. They often arrange for students to work together, encouraging them to exchange ideas and appreciate varied approaches to problem solving. They encourage students to investigate alternate strategies and derive creative solutions. Teachers ask questions frequently to clarify how students perceive reasoning and thinking in mathematics. They challenge students to generate their own questions and propose their own solutions to problems, which they then explain or defend.

Accomplished teachers help students apply numeracy concepts and mathematics skills to their environments at home and in school. They routinely integrate mathematics where it naturally fits with subject areas across the curriculum. Teachers might employ or refer to mathematics during science experiments, literature lessons, cooking and snack times, sports, games, and field trips so that students see knowledge of mathematics as fundamentally important in numerous activities, experiences, and phenomena. For example, teachers might help students look for and recognize mathematical patterns by leading students to discover the geometrical symmetry of leaf structures during a nature walk.

Accomplished teachers design instruction to meet students' needs while deepening students' understanding of, and dispositions toward, numeracy and mathematics. Teachers draw on their knowledge of the numeracy and mathematics curriculum to plan activities that move students from basic skills to complex skills, and ultimately to the understanding and application of concepts. Teachers foster students' abstract thinking and their ability to communicate mathematically, for instance, to recognize structures within possibly confusing information, to interpret data, and to analyze strategies useful in defining a range of problems.

## **Teachers Expand the Core Curriculum to Ensure the Success of Students with Exceptional Needs**

Accomplished teachers recognize that the general education curriculum may not meet all the needs of students with exceptional needs. Teachers therefore have a deep knowledge of the expanded curricula for students with exceptionalities, including curricula that address social and emotional development; life skills and functional academics; health, physical education, and leisure; and transition and career development. They know how to individualize the curriculum for each student and how to integrate skill development across disciplines, contexts, and settings.

### ***Importance of Social Interaction***

Accomplished teachers understand that effective social interactions are essential to academic success and to communicative, cognitive, and affective development, so teachers connect curriculum to the teaching of social skills. Teachers recognize that physical, intellectual, ethical, and social development are interdependent and that exceptionalities often affect each of these domains. Accomplished teachers infuse throughout the curriculum social and emotional elements that instruct students in resolving problems effectively; communicating effectively; learning to exercise self-control; understanding motivations and reactions; managing emotions in a variety of settings; and appreciating and respecting others' viewpoints. Teachers promote the development of positive character traits, including honesty, tolerance, loyalty, responsibility, and perseverance. (See [Standard VII – Social Development and Behavior.](#))

### ***Life Skills Important for Independent Functioning***

Teachers are knowledgeable about the complex curriculum in the area of life skills, from personal care, time management, problem solving, and decision making to functional academics in the areas of reading and writing, mathematics, and communication. Teachers understand that the life skills curriculum is equal in value to the academic curriculum and that both curricula are mutually interdependent in helping prepare students to lead satisfying and successful lives.

Teachers ensure that appropriate portions of a student's education involve instruction and application of life skills and seamlessly blend the curriculum of daily living skills into real life contexts meaningful to each student's unique needs. Teachers confirm that the curriculum includes all environments where students function, such as school, home, work, and community, and use these contexts to teach life skills. A teacher, for instance, might provide instruction in time management in the context of its importance for success in the workplace. Based on the assessment of individual needs, the teacher might instruct a student in how to develop a schedule and daily routine and monitor the student's ability to do so. Skills such as getting to work on time, catching the bus, working the appropriate hours, and preparing for the next day would be applied to the work setting.

To help a student develop self-determination, an attribute crucial to success in all environments, an accomplished teacher begins with high expectations and a clear understanding of the student's long-term goals and level of independence. The teacher might fashion a lesson in which the student role-plays a scenario where choices must be made. An opportunity to act out the results of positive experiences resulting from appropriate choices may enhance the student's ability to visualize success in personal actions. Knowing that achievement motivates students to strive to do their best, teachers might extend opportunities for success by recommending that successful instructional strategies be implemented across contexts, such as the school, home, or workplace. For example, after a teacher of a student who uses augmentative communication tools and strategies instructs the student in how to use various tools and strategies, the teacher might allow the student to select a mode of communication even if that choice is not the most technologically advanced available. The teacher skillfully guides the student to apply the augmentative communication device and strategies in the community, ultimately teaching the importance of advocating for and monitoring oneself.

Teachers recognize the personal nature of providing services to meet individual needs of students during life skills instruction and are adept at respecting students while maintaining appropriate boundaries and upholding students' dignity. Teachers recognize, for example, that personal hygiene and self-monitoring of one's appearance are important to acceptance by one's peers. Teachers know how to instruct students in routine personal hygiene skills, such as washing their hands, brushing their teeth, dressing, and combing their hair. They teach students self-monitoring strategies while allowing students some latitude in performing these functions. Teachers respect students' choices even if the attire chosen or the order in which tasks are performed does not exactly fulfill the instructions given. Accomplished teachers focus on the

importance of completing tasks independently and respecting students' personal dignity, not on prescriptions for performing tasks.

### ***Health, Physical Education, and Leisure***

Teachers understand that a sound school health program is comprehensive in nature, focusing on students' physical, mental, and social well-being. They create opportunities for students to develop and practice skills and knowledge that contribute to good health in each of these domains. They also understand the foundations of good health, including the structure and function of the body and its systems and the importance of developing lifetime habits of physical fitness and sound nutrition. Drawing on this knowledge, they help students understand the dangers of diseases and the benefits of a healthful lifestyle and the activities that contribute to it.

On their own or in cooperation with specialists, teachers plan, organize, and carry out programs in health education that reinforce the major concepts, ideas, and actions that contribute to a healthy lifestyle and that help students learn about nutrition, their bodies, germs and viruses, and substance abuse. They are alert to major health issues concerning students with exceptional needs and address such issues sensitively and in a developmentally appropriate manner, recognizing that some students mature physically before they mature emotionally and socially.

Accomplished teachers are familiar with principles of motor development and exercise science and understand how to apply this knowledge in developing physical education activities appropriate for students with exceptionalities. They design instruction to accommodate the intellectual abilities and medical conditions of their students, taking time to teach the rules of an activity or game and incorporating sound strategies for risk management and safety. They make wise use of appropriate assistive devices, such as wheelchairs, adapted seating devices, and handrails, to enhance students' participation in physical education.

In addition, teachers understand that appropriate and stimulating play activities and interests sharpen students' mental and physical skills, build self-confidence, and improve interactions with others. Realizing that participation at any level is important, teachers work with city and community recreation providers and private organizations to ensure greater access to recreational facilities and to develop and support leisure and recreational opportunities for students with exceptional needs. Teachers are familiar with a broad array of school and community recreation opportunities, and they know how to access these options and modify them in response to a student's specific cognitive and physical abilities. Drawing on this knowledge and their familiarity with students' interests and aspirations, teachers help students select appropriate activities and games that provide opportunities for success, improve self-image, and foster independence. For some students, this means active participation and competition in a variety of activities; for others, it means participation in an individualized recreation program. Whatever the activity—whether group or individual, participatory or spectator, physical or mental—teachers assist students in mastering

the skills and concepts necessary to enable them to participate fully and to achieve long-term independence and satisfaction.

## **Student Transitions and Career Development**

Accomplished teachers are knowledgeable about the multiple, significant transition points in the life of a child—from home to school, across school levels, and from high school to employment and post-secondary education. They understand the needs of students during these transitions and the importance of preparing them for the challenges of adjustment to new settings, new relationships with peers and adults, and increased expectations for independence. Teachers are sensitive to the concerns of families and the changing relationships that occur at each level. They communicate with families and support their participation in transition planning at each stage, helping family members to understand that their own participation changes along the developmental path and that as students mature, their participation and decision making take on a more significant role.

Accomplished teachers understand the central importance of transition planning as a unifying framework to identify students' postsecondary goals and create programs of study and support services designed to achieve those goals. Such services include school-based and community-based services; career assessment; career-technical, job training, and placement services; vocational rehabilitation services; and transportation. Accomplished teachers are familiar with a broad range of resources available in the community and, with an awareness of students' individual needs, strengths, interests, and goals, they match students and families with appropriate services.

### ***Transition in the Early Years***

Accomplished teachers understand that transition is a progressive developmental process toward adult independence that begins during children's early years. They assess students' and families' needs, strengths, and preferences and collaborate with them in developing transition objectives. Teachers inform families about and link them with day care, early intervention programs, preschool and elementary programs, and services, such as therapy or transportation. Accomplished teachers recognize the significance of the critical passage from the family context to formal schooling and are sensitive to the concerns of families as their children enter the school setting.

As students move from elementary to middle school and then from middle to high school, accomplished teachers recognize students' changing transition needs. For example, students transitioning from elementary to middle school may encounter numerous teachers, varying schedules, and complex settings. A student moving into high school from middle school may confront the responsibilities of increased self-advocacy and independence. In collaboration with families and colleagues, teachers ensure that all transitions are successful. Teachers organize learning activities to help students acquire and develop work habits and social skills and to provide opportunities for students to become familiar with various occupations

and career options. For example, teachers teach students to work in groups; solve problems and resolve conflicts; follow routines; and understand the importance of task completion, dependability, and responsibility. They link instruction with real-life experiences so that students may explore their own career interests. They may set up learning centers where students can play store and perform a variety of jobs—from butcher, to stocker, to cashier, to manager—or they may have students organize a food drive for a homeless shelter. For a student who is fascinated by fish and turtles, the teacher may design lessons that teach about marine life through literature, art, and real-life experiences. The teacher may invite workers from the local aquarium to talk to the class about the feeding and caring of marine animals and skills needed to work as an aquarist.

### ***Transition to Middle Years and Young Adulthood***

Accomplished teachers know the central importance of transition planning for students whether their postsecondary plans include two- or four-year colleges, technical schools, apprenticeship programs, employment, or some combination of these. They design programs of study that provide choices and diverse opportunities. The general curriculum therefore includes options that integrate academic and career or technical elements to a variety of settings, from school to work or community. For example, teachers might design mathematics, reading, or writing tasks that include taking measurements for materials students purchase during a site visit to a building supply store.

Accomplished teachers have a broad knowledge and understanding of the social skills, attitudes, communication needs, and work habits required for success in career-technical and community-based work experience programs and know how to infuse these skills into the curriculum. They might coach students, for instance, on how to ask for assistance from the work-site supervisor. Teachers use role-play so students learn to advocate for support services they may need.

Teachers focus career-technical instruction on functional work skills, such as maintaining excellent attendance, managing time, dressing appropriately, working productively with coworkers, interacting appropriately with customers and supervisors, and getting to and from the job safely and on time. They develop students' travel skills and teach them about job performance and evaluations. They also conduct analyses to determine the skills and vocabulary students will need to perform jobs and tasks outside the school setting. To assist students in finding employment to match their strengths and interests, teachers work with business and community agencies to locate work sites that welcome all applicants.

To prepare students to participate in the transition process, accomplished teachers imbue the broader curriculum with self-advocacy and self-determination curricular elements in a variety of ways. A teacher might explore the theme of self-determination through the exploration of a character in a novel or short story. A teacher might use a small group process to discuss self-advocacy with students who are in job apprenticeships in the community.

## Teachers Differentiate Instruction Based on Students' Strengths and Needs

Accomplished teachers differentiate instruction to engage all students with exceptionalities at appropriate developmental levels. They are flexible in setting expectations, designating goals, adjusting curriculum, seeking new resources, determining instructional strategies and teaching methods, structuring activities, and designing assessments. They try several approaches and observe and document results to identify which strategies work best, which approaches make students feel most comfortable, and which sustain students' growth as learners and inspire them to achieve success. Teachers analyze the sources of individual student's learning strengths and needs and identify appropriate curricular adaptations and intervention strategies. These findings do not lead to a single prescription for each student, but are important information as teachers decide on the right combination of learning opportunities for their students in both general education and in programs for students with exceptionalities.

Accomplished teachers prepare students for success in many endeavors by developing their capacity for critical thought. Teachers involve students in learning activities and tasks designed to strengthen their cognitive skills—thinking, learning, problem solving, organizational, and study skills—and their ability to think inductively and deductively. They plan for instruction that deepens and becomes more challenging as students develop, gain skills, and mature. As students explore important issues, accomplished teachers anticipate students' confusions and misconceptions, act to avoid them, clarify them when they do occur, or take advantage of their potential to illuminate important concepts.

By introducing multisensory activities teachers stimulate abstract, creative thinking and inspire students to combine ideas, themes, and knowledge from varied subject areas. A sidewalk art festival in which students draw chalk pictures of characters and events from a favorite book, for example, might permit students to confirm their understanding of curriculum content while exhibiting their own imaginative interpretations in personal artwork. To broaden students' awareness of civic responsibility and to reinforce expository writing skills, for instance, students might be asked to listen to newscasts or read the newspaper to identify topics of personal relevance and then write persuasive letters to appropriate authorities arguing a particular point of view.

Accomplished teachers engage students in inquiry-based activities that appeal to students' varied knowledge, interests, experiences, and skills and involve issues and questions often approached from cross-disciplinary viewpoints. They provide students with open-ended learning opportunities to motivate students to explore the breadth and depth of topics as they pose questions, examine alternatives, and draw new conclusions. Teachers may employ cooperative-group work or whole-class discussion to strengthen creative thinking and open-mindedness. They might prompt students to investigate an issue like global warming from the differing perspectives of a meteorologist and an economist. They devise opportunities for students to

understand the universal relevance of certain themes. A responsible discussion of racism, for example, might follow after the class reads a book or watches a video that addresses this topic. Teachers understand the importance of developing students' abilities to consider concepts, ideas, and relationships from multiple perspectives and beyond traditional disciplinary boundaries.

Accomplished teachers differentiate instruction and implement modifications and accommodations to meet the needs of individual students and create learning situations in which students feel safe to explore various approaches and response formats. Some students are comfortable just listening, whereas others thrive on learning activities that involve touch or motion. In studying a play, for example, some students might compare the play with other works of literature and enact selected scenes. Other students might demonstrate their understanding of the play by describing a character and role-playing an incident from the plot. Students might also approach the text in different ways. Some might read the play or alternative versions of it, while others watch a video or listen to a recording. Teachers provide a variety of ways for students to demonstrate their learning, recognizing that the threshold of success varies from student to student.

Teachers may provide accommodations for students, such as extending time to complete tasks or having students answer questions orally or by using a computer. They might alter the pace of instruction, separate tasks into stages, change the method of presentation to appeal to visual or auditory learners, vary tasks around the same materials, or employ manipulatives to illustrate concepts. They may use direct instruction to facilitate the learning of certain skills or draw on a variety of meaningful examples to clarify tasks. To support the learning of organizational skills and time management, for example, teachers might instruct students in how to use checklists, schedules, calendars, mnemonics, or color coding.

Accomplished teachers of students with mild to moderate disabilities are able to respond to the diverse needs and characteristics of their students. They know, for example, that the performance of students with learning disabilities can be affected not only by discrepancies between ability and achievement but also by other factors, such as attention deficits or social interaction difficulties. They help students who read significantly below grade level by implementing individualized education goals focused on raising performance to match students' abilities. To do so, teachers use their knowledge of both the accommodated general education curriculum and specialized academic interventions designed to address students' individual learning needs. A teacher, for example, might accommodate instruction by employing speech-to-text technology; validated intervention programs for reading, mathematics, oral, and writing expression; and reinforcement of concepts through tactile and hands-on experiences. For students who demonstrate difficulty attending to instruction or who have behavioral challenges, the teacher ensures that instructional strategies address academic as well as related needs to help students achieve goals and develop the self-confidence to maintain high performance.

Accomplished teachers provide access to technology so students can communicate with others, participate meaningfully in a wide range of activities, and expand their learning. For some students, appropriate technology might include digitized voice mechanisms, computerized switches, keyboard overlays, or specially designed software. For others, the teacher might use a word-processing program with a word-prediction function. The teacher might also employ technology used for enrichment in general education classrooms to help students with exceptional needs engage with subject matter while they develop appropriate learning skills and strategies. For example, teachers might supplement the reading of historical texts with a visual interpretation of relevant topics or might ask students to discuss character development after they listen to a recorded reading of a novel. Adaptations and strategies may include such cues as having a student wear a ring on the left hand to remember on which side of the page to start reading; providing a manipulative for a student whose field- and depth-perception problems make it difficult to understand two-dimensional diagrams in math; or wrapping pens and pencils in foam rubber for a student with tactile problems or difficulties with fine motor control. A strategy could involve a number of steps, such as outlining the theme of a reading passage orally for a student with learning disabilities, using a highlighter to emphasize the main ideas in each paragraph, reproducing each paragraph on a separate sheet of paper, and then presenting the entire passage for the student to read.

### ***Students With Visual Impairments***

Teachers understand that the unique curriculum for students with visual impairments is a parallel curriculum of disability-specific skills supplementary to, but not a substitute for, the regular curriculum. They use multiple techniques and creative strategies for promoting student growth in sensory perceptual skills and early concept development; communication skills; adaptive technology skills; special academic skills; skills in the use of vision alone or with other senses to facilitate task completion; social behaviors; and functional life skills. They understand fully the similarities and differences in specific instructional strategies for students with low vision compared with blind students, applying differentiated strategies with ease and confidence. They further understand their role in providing consultation or direct instruction in unique skills to students who have other disabilities.

Accomplished teachers of students with visual impairments work effectively and cooperatively with families, educators, and other professionals to support and promote high-quality learning experiences in various settings, including schools, homes, community settings, and work sites. They modify or adapt instructional materials for their students by providing braille and appropriate print formats, supplying objects and scale models, using environmental modifications to enhance the use of vision or other senses, and producing tactile maps and graphics. Skilled at balancing the various aspects of teaching unique skills with the demands of the regular curriculum, teachers willingly demonstrate the use of specialized instructional methods to other educators, support personnel, and family members.

Accomplished teachers of students with visual impairments routinely evaluate their students in terms of the expanded core curriculum, identify their needs, and

develop individualized education plans to ensure that their students' needs are met in all areas.

Teachers are knowledgeable about planning, managing, and monitoring student progress in the expanded core curriculum and provide direct instruction in all areas. They orchestrate teaching strategies so that students understand how the unique skills learned in the expanded core curriculum apply to life skills. Teachers regard the development of students' life skills in the expanded core curriculum, and in environments, such as home, work, community, and non-academic school activities, as a means to help students access all aspects of the core curriculum. When appropriate, teachers collaborate with general education teachers and other specialists to integrate the expanded core curriculum into school programs.

When a pre-school student uses tactile skills as a primary learning mode, the accomplished teacher provides direct instruction in communication skills, such as concept development, sensory development, emergent braille literacy skills, and listening skills. The teacher collaborates with parents and early childhood staff to integrate these communication skills in daily activities in the home and in the pre-school curriculum. The teacher introduces appropriate assistive technology tools, such as specialized braille tools for reading and writing, and collaborates with the orientation and mobility specialist to promote the student's independence through environmental awareness and exploration, motor skills, and travel skills. The teacher encourages the student to develop appropriate social skills in play and interactions with others. The teacher assists in developing the student's independent living skills, such as eating and dressing. By teaching the student to care for possessions and exposing the student to a wide variety of home and community activities, the teacher helps to prepare the student for career education experiences.

Accomplished teachers of students with visual impairments know how to apply the expanded core curriculum for students at all developmental levels. They are knowledgeable about the unique areas within the expanded core curriculum and their application to students with low vision, students who are blind, students who use a combination of both visual and tactile learning modes, and students who have multiple disabilities.

Throughout their educational practice, whether teaching disability-specific skills or modifying classroom instruction, accomplished teachers foster, promote, and model basic principles, such as the use of concrete, multisensory experiences to establish early concepts and to promote quality learning throughout the school years. They create experiential activities that actively involve students in all aspects of learning opportunities, thereby allowing them ample opportunities to learn by doing. Teachers provide experiences that promote generalization and application of skills learned in school to real-life contexts and that unify parts of lessons into meaningful wholes, and they help students acquire skills that students without visual impairments learn incidentally through visual observation, such as certain social behaviors.

### ***Students Who Are Deaf or Hard of Hearing***

Teachers use their knowledge of students' unique developmental characteristics to design effective instructional programs and to help students, families, and education professionals understand the individual characteristics of students who are deaf or hard of hearing.

An important goal for teachers of students who are deaf or hard of hearing is to help students develop independent communication. To that end, teachers draw on a rich repertoire of instructional strategies to meet students' physical, cognitive, cultural, and communication needs, using assistive devices as appropriate and adapting instruction in accordance with such factors as the availability of support services. Teachers infuse speech skills into academic areas consistent with students' abilities and modes of communication. They vigilantly search for instances of incidental learning that hearing children naturally acquire and find ways to impart that learning to their students. Teachers of students who are deaf or hard of hearing have an extensive knowledge of English and American Sign Language (ASL) structure; of first- and second-language learning theories applied to English and ASL; and of theories of signed languages and their relationships to literacy development. Additionally, they understand the differences between English and ASL literacy and use appropriate methods to facilitate student learning.

Accomplished teachers demonstrate a depth of understanding and a fluency in instruction that distinguishes their practice. They skillfully select and adapt available curricula, materials, and instructional strategies to meet the individual needs of their students, and when needed, design new curricula. They understand the similarities and differences in using specific instructional strategies with a widely diverse population of students, such as those who are deaf, those who are gifted or severely developmentally delayed, and those who have additional disabilities.

Accomplished teachers have a wide knowledge of available technology not only for assisting and augmenting communication but also for delivering instruction. In addition, they can evaluate the acoustics of learning environments for students who are deaf and especially for those who are hard of hearing, weighing such factors as the signal-to-noise ratio and reverberation. Teachers evaluate technology relative to deafness issues and, as necessary, integrate new uses into existing strategies. They do not simply accept the equipment the student already has, such as a particular kind of hearing aid; rather, on the basis of functional assessment and diagnostic data, teachers determine if equipment is appropriate and fits properly or whether new equipment should be investigated. Teachers skillfully employ captioning equipment, FM systems, visual altering devices, and other technological applications.

# ***Standard IX***

## ***Learning Environment***

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*Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.*

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### **Teachers Establish Safe and Positive Learning Environments**

Accomplished teachers create and support positive learning environments that are intellectually, physically, and emotionally safe, and in which students actively participate, take chances, explore alternatives, challenge assumptions, and feel comfortable with themselves. By validating students' efforts and taking an interest in their lives, ideas, and activities, these teachers fashion an atmosphere in which students feel welcomed, valued, respected, and stimulated; where they gain command of new ideas and tasks; and where they can develop socially, academically, and intellectually. Such supportive and purposeful learning environments, designed in collaboration with colleagues across the settings that serve students, promote active learning, value diverse perspectives and insights, expose students to a variety of challenges, and prepare them for independent learning and living.

Given the range of intellectual, physical, and social abilities and health considerations for students with exceptional needs, students benefit from the security and safety of structured and supportive settings. In such environments, students will likely gain a sense of community that builds self-confidence and socialization skills, preparing them to participate in other instructional settings and to take their place in the school and the community at large.

Teachers of students with exceptional needs teach in a variety of settings that represent the continuum of services they offer and the adaptations they make to benefit their students. Learning environments often incorporate multiple contexts to encompass the entire school, including general and special education classrooms, hallways, cafeterias, outdoors areas, and community work settings. Early childhood instruction, for example, may occur in pre-schools and child care centers. Elementary students may participate in several learning environments each day. Secondary students are likely to receive instruction in multiple classrooms, and some visit resource rooms or learning centers for specialized instruction. Students who are advanced in mathematics might attend classes at a nearby school or university that offers accelerated courses. Teachers might augment classroom instruction

for some students by taking them outdoors to teach functional and mobility skills. Some students may receive instruction in alternative schools, treatment centers, or residential schools. The workplace might comprise a learning environment for some high school students. Regardless of where instruction occurs, and in collaboration with general education teachers and other service providers, accomplished teachers maintain safe, secure, and nurturing learning environments that support all contexts of appropriate services.

Accomplished teachers analyze and manage learning environments to promote student success. They are sensitive, for instance, to the educational consequences for students who receive services outside the general education class and work to balance the benefits of such services with the quality and integrity of academic instruction. Teachers are experts at evaluating student needs within available instructional arrangements to determine the most appropriate learning environments. They advocate for accessible environments in all settings that serve students with exceptional needs and empower students to advocate for themselves in securing access to curriculum and learning opportunities. Additionally, accomplished teachers willingly take on leadership roles in efforts to persuade district, local, or state authorities to meet the requirements of accessibility.

## **Teachers Value and Support Equity, Fairness, and Student Effort**

The learning environments constructed by accomplished teachers foster a sense of community, independence, and caring. These teachers apply principles of fairness in a sensitive manner. They allocate time, learning opportunities, and other resources fairly and wisely, and they recognize competence, effort, and performance. Because teachers value and support outstanding academic achievement, they hold high expectations for all students and communicate their belief that all students can and will participate and learn. They use many strategies to promote conceptual understanding and to encourage innovation, creativity, independent inquiry, and student engagement. They recognize a wide variety of student accomplishments and positive behaviors. Teachers' efforts in fashioning supportive environments affirm students' confidence that they have a role in the classroom and community and that they can safely explore ideas, ask questions, and disagree. Such actions contribute to building students' self-efficacy—the belief that they can succeed in school and that through their own work they can make significant contributions to their school and community.

Teachers recognize that respect for students' thoughts and judgments fosters self-confidence and individual dignity. They instill in their students the ideas that learning is challenging, that experimentation is essential, and that recognizing and correcting mistakes are as important as celebrating successes. This orientation fosters learning environments that engage students, recognize individual differences, encourage choice and expression, and promote inquiry and the independent pursuit of learning. In these settings, teachers provide support and opportunities for students to communicate effectively with peers.

Learning environments that meet the needs of students with exceptionalities provide structure and routine with clear expectations and are productive, safe, and predictable. To help children who need assistance using lockers, for example, open bins might be necessary to house their materials while students learn to use combination or modified locks. Although classrooms sometimes are cluttered, for students who use walkers or wheelchairs, areas are kept clear for best access to learning environments. Students who use wheelchairs must have easy elevator and classroom access and desks at required heights. Although classrooms often display students' artwork, too many items on a wall might distract some students and hinder their concentration. Teachers of students who are deaf or hard of hearing ensure that nothing visually blocks communication, that preferential seating is provided, and that ambient noise is minimized. On a continual basis, accomplished teachers collaborate with general education teachers and others to design, implement, and evaluate strategies for establishing optimum learning environments responsive to the needs of students.

Teachers involve students in setting clear expectations for behavior, and they uphold these expectations fairly and consistently. They develop and discuss classroom rules, consequences, routines, and behaviors for effective learning, and in doing so they create a climate for working together. Teachers maintain productive, open, and enriching learning environments by using well-developed repertoires of strategies, skills, and procedures that allow their classrooms to function smoothly and enable them to change directions effectively when necessary. They combine knowledge, preparedness, caring, and direction to keep students engaged in a wide range of productive activities that promote self-direction and independence. By gaining their students' trust and confidence and by modeling behavior that encourages students to internalize responsibility for their own actions, teachers help students develop a sense of responsibility and belonging to a learning community.

Teachers of students with exceptional needs actively pursue positive interactions among all students to demonstrate respect for others, encourage students to accept one another as capable individuals, and promote support for all members of the school community. They teach students problem-solving and mediation skills to manage and resolve conflicts. Accomplished teachers recognize crises that require intervention on their part and know a variety of strategies to respond appropriately. They are familiar with legal mandates and students' rights in such situations, and they seek assistance from other professionals as necessary. (See [Standard VII—\*Social Development and Behavior\*](#).)

# ***Standard X***

## ***Instructional Resources***

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*Accomplished teachers of students with exceptional needs select, adapt, create, and use rich, unique, and varied resources, both human and material, to promote individual student learning.*

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Accomplished teachers of students with exceptional needs understand that the lessons, materials, teaching strategies, assignments, and assessment procedures they use must vary from one situation to the next to meet the needs of all learners. Therefore, they constantly seek to enrich and expand the wide assortment of resources and materials at their disposal across school, home, and community contexts. They take advantage of the latest technology and find programs and tools to benefit students. Additionally, teachers view the community as an important instructional resource that permits them to build on students' strengths and address in context students' needs that might arise when they are away from school environments.

Recognizing that they must meet students' specific needs and ensure access to the general education curriculum, teachers have well-developed criteria for selecting and using instructional resources. Drawing on this knowledge, they build a library of strong teaching materials to support the core curriculum and the specialized curriculum required in each student's individualized family services plan or individualized education program. They use research documenting the effectiveness of materials and practice and incorporate assessment data and their own evaluation of individual student progress to select and develop appropriate instructional interventions and materials. They regularly find ways to supplement classroom resources and often learn to make and adapt materials and equipment instead of relying solely on commercially available products. Teachers may collaborate with others, such as paraeducators, braillists, and volunteers, to assist them in this process. Teachers collaborate with library media specialists, technology specialists, art and music teachers, and other colleagues, who serve students across varied settings, to enrich their instructional resources. In choosing, designing, and implementing instructional materials they draw broadly from literature across fields to represent traditionally under-represented groups. Making use of abundant professional literature, research, collegial discourse, and existing resources, they design and adapt materials to accommodate their students' strengths and respond directly to students' needs.

### **Teachers Manage Time and Human Resources Productively**

Skilled managers of time and resources, accomplished teachers are adept at devising and adhering to the often complicated schedules required to implement

individualized education programs and transition plans with minimal disruption, complete paperwork and related tasks, and carry out other professional duties despite the delivery of many different services to different students at different times during the day.

Accomplished teachers actively supervise and support paraprofessionals, volunteers, and others who work alongside them, insightfully observing their work and skillfully guiding their practice. Teachers instruct paraprofessionals and volunteers to strengthen their abilities to perform in educationally effective ways that supplement instruction and required services. With an awareness of student needs, teachers offer a range of options for the involvement of peer role models, paraprofessionals, and volunteers. Furthermore, in their determination to provide appropriate services for all their students, accomplished teachers pursue opportunities to collaborate with administrators and others who hire and evaluate paraprofessionals and volunteers.

## Teachers Select Appropriate Materials

Teachers believe that with the proper mix of creativity, resources, instructional strategies, and research they can reach all students. Garnering ideas from multiple sources, including professional workshops and seminars, students, colleagues, families, community members, and organizations, teachers design and use a wide range of instructional materials, including those that integrate assistive technology. They understand that their knowledge of subject matter alone does not guarantee that students will learn important concepts and facts. Teachers often incorporate instructional materials to help students generalize from their learning in the classroom and make real-world connections to situations and problems they will likely encounter in the community, the workplace, and in their everyday lives.

Teachers recognize that many technologies have the potential for providing pathways for learning, communication, and independence. Aware of current technologies and products for students with exceptional needs, they know how to integrate these tools into their classrooms to challenge students' learning and to help students improve their academic performance. They study a range of options in addition to technology to provide the appropriate instructional resources for each student. For students who have difficulty with handwriting, for example, teachers introduce assistive technology products such as speech recognition software. They teach students with significant physical impairments to use electronic augmentative devices, including those with environmental controls, to enable them to communicate by whatever means possible, whether by a glance at a screen or a puff-and-sip assistive device. If appropriate, they familiarize students with software and devices that facilitate their written communication, and they support those who have difficulty with note taking by photocopying materials, recording class discussions, or making an extra copy of a classmate's notes. For students with limited English proficiency, teachers provide instruction in the native language or use English-as-a-second-language strategies.

In addition to resources designed for specific exceptionalities, teachers of students with exceptional needs evaluate other materials and select those that will be effective for their students. They search for high-quality and appropriate instructional materials free of bias that will engage students. They critically review materials for safety and suitability given students' particular characteristics, and they adapt materials and construct alternatives as necessary. They provide differentiated materials to address students' range of abilities, strengths, and interest levels, taking account of key characteristics such as students' linguistic proficiency.

## Teachers Partner with Colleagues, Families, and the Community as Important Resources

Teachers enlist the knowledge and expertise of their colleagues and others to provide students with rewarding learning experiences. Building on the funds of knowledge available in all communities, they find individuals to share resources, serve as consultants with specific areas of expertise, or work collaboratively with fellow teachers and other personnel in planning and teaching. As lifelong learners, teachers take advantage of opportunities to enhance their own knowledge and skills, attending community and professional events to gather research findings and other relevant information they can integrate into their instruction. (See [Standard XI—Contributing to the Profession and to Education through Collaboration](#).)

Accomplished teachers view close collaboration with the student's family as vital to the student's success. Since they are closest to the student, particularly in early childhood years, families have a rich fund of knowledge for teachers to access. Recognizing how involvement with the student varies in terms of the family's culture and the student's developmental level and respecting the family's autonomy, accomplished teachers engage families in a process of mutual exchange that benefits the student in both the home and school settings. Teachers capitalize on strategies families use to meet a student's needs and suggest strategies parents or caregivers might implement at home to reinforce classroom learning. To promote cooperation and facilitate communication with families, teachers investigate ways families can access technology. Additionally, teachers might maintain their own lending libraries of resources for families or encourage the school's library to include books and other materials of interest to parents of students with exceptional needs. Teachers make certain that materials are available in languages other than English for families that require those resources. (See [Standard IV—Family Partnerships](#).)

Teachers are open to inquiries from colleagues and parents related to the selection, design, use, and evaluation of instructional resources, understanding that other viewpoints and suggestions may offer valuable insights about meeting the needs of students.

Beginning within their own schools, accomplished teachers may invite colleagues to share their specific expertise with students. As advocates for their students, they actively seek programs and individuals who can bring special knowledge and points of view to their students. Teachers have an expansive view of the learning environment,

seeing their local community as an extension of the school. They actively recruit and welcome families and other community members, paraprofessionals, agencies, universities, and businesses as partners in the school program, making full use of an array of local resources to enrich the curriculum, to provide extension activities and broaden the depth of study, and to introduce students to the varied worlds of work. They link outside resource and service providers, such as the health care community and business and industry, with the student, the school, and the family.

# ***Roles and Practices in the Learning Community***

## ***Standard XI Contributing to the Profession and to Education through Collaboration***

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*Accomplished teachers provide leadership through collaboration to improve teaching and learning for students with exceptional needs and to advance knowledge, policy, and practice.*

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Accomplished teachers of students with exceptional needs regard collaboration as a distinguishing characteristic of their profession. Teachers know that collaboration is integral to almost every aspect of accomplished practice. It is the means through which professionals, families, and community members problem solve with shared responsibility and accountability for meeting the complex needs of students with exceptionalities. Collaboration affirms the teacher's knowledge that an interdependent process based on mutuality and effective interactions among professionals leads to improved outcomes for students. At the heart of such effective collaboration is accomplished teachers' dedication to working with all service providers to benefit students and ensure their full participation and progress in all learning environments. Collaboration, both as a way of thinking and as a set of practices for accomplished teachers, is the significant theme that appears throughout this document and unites all the standards that describe outstanding teaching in the field.

Collaboration for accomplished teachers may include providing leadership on a variety of school teams. For example, in co-teaching or facilitative support models, teachers play active and flexible roles to ensure that school environments support the needs of all students. They also collaborate with school administrators and colleagues on site-based teams to build capacity for services within the school and from community-based agencies, to introduce effective interventions for improving school-wide practices, and to evaluate the quality of programs and services. Teachers initiate and facilitate collaborative practices on the teams responsible for identifying, planning for, and reviewing the progress of students with exceptional needs.

Accomplished teachers focus their collaborative relationships on ensuring student access to general education and to standards-based education and assessment. A teacher of students with exceptional needs, for instance, might work with general education teachers and a range of professionals to align the standards-based curriculum with the goals of students' individualized education programs. For example, a teacher may collaborate with a general education teacher and a student to develop individualized written communication goals aligned with state standards for writing. A teacher may partner with colleagues in curriculum design and delivery, in delivery of instruction and in assessment of student learning. Accomplished teachers also provide collaborative leadership in the challenging tasks of aligning services across systems.

To ensure student access to all learning environments and support student success, teachers collaborate with colleagues and parents as students transition from early childhood programs to school, across school levels, and from high school to employment and post-secondary education. As determined by their assessments of student needs, teachers also form partnerships with secondary educators, transition specialists, and vocational and rehabilitation personnel to integrate the secondary education plan of study with appropriate services.

Accomplished teachers may collaborate in a variety of purposeful ways to influence school culture. For example, they might design and deliver professional development opportunities for general educators to further the philosophy of shared responsibility and to provide tools to help students be accepted, respected, and valued members of the learning community. Teachers may mentor student teachers or others new to the profession. Accomplished teachers recognize that collaboration is a process of mutuality, and they readily seek the expertise others have and acknowledge and address others' concerns. Understanding that disagreements are inevitable in professional interactions, teachers view such conflicts as opportunities to find creative solutions and to grow professionally.

In training and managing the work of paraprofessionals, accomplished teachers view their cooperation with administrators as important to meeting the needs of students with exceptionalities. Because teachers frequently rely on paraprofessionals to implement instructional plans, teachers ensure that these staff members receive frequent and intense professional development opportunities that prepare them for their particular instructional roles. A teacher with a student who displays severe behavioral challenges, for example, would arrange for training in social interaction, behavior modification, and behavior management skills so that the paraprofessional can address the student's specific needs. By making certain that the paraprofessional knows how to perform effectively, the teacher ensures the safety of the student and staff member.

As schools have evolved into teaching and learning communities, expectations have risen for how accomplished teachers collaborate with others. Collaborative practices have become a centerpiece of education laws and related disability laws. These laws define the specific educational services and supports that must be

provided to eligible students and require teachers to collaborate with each other, with other professionals and providers, and with families in the provision of services to meet individual student needs.

## Teachers Participate in the Profession

Accomplished teachers employ collaborative approaches to recognize and act on their professional responsibility to remain current with new knowledge in the broad arena of teaching and learning. Teachers therefore involve themselves in a variety of activities, such as leading a learning community or book study, working with colleagues to build a professional library, contributing as members to professional organizations, participating in or leading electronic collaborations, attending and making presentations at conferences, and actively participating in courses and other educational endeavors. They might also affiliate with university professionals, co-teach with faculty, serve on advisory boards in teacher preparation, and facilitate university-school partnerships. (See [Standard XII – Reflective Practice](#).)

## Teachers Contribute to the Advancement of Education Policy and the Profession

Through collaboration, accomplished teachers advocate for people with exceptional needs and help develop local, state, and national policies related to issues, such as equity, accessibility, student assessment, and teacher quality and retention. Reaching these goals includes working closely with colleagues, parents, and professional organizations. For example, teachers may actively collaborate with administrators, policy makers, and higher education faculty to recruit local teachers, paraprofessionals, and specialists to fill shortages critical to the education of students with exceptional needs within the region. They may provide testimony to legislative bodies at the local, state, or national levels and write letters to elected representatives to advance the educational interests of students with exceptional needs and their families.

## ***Standard XII***

# ***Reflective Practice***

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*Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and synthesize their practice to strengthen its quality.*

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Accomplished teachers are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs. They routinely engage in reflective professional development activities that challenge their knowledge, skills, and dispositions and stimulate them to examine research, evaluate new theories and techniques, and improve teaching and learning interventions. Through such continual reflection, teachers incorporate promising new concepts, strategies, approaches, programs, and materials that strengthen their teaching.

### **Teachers Evaluate Student Progress and Make Changes as Necessary**

Teachers continually challenge their beliefs about effective educational practice, particularly in terms of how students with exceptionalities learn. Based on their observations of student performance in diverse instructional environments, teachers analyze all dimensions of the learning process. They regularly reflect and evaluate how individual students function and how instructional decisions and interactions influence students' progress or behavior. They weigh the relative merits of teaching practices. They seek ways to enrich the learning environment, the curriculum, and their teaching strategies to facilitate students' participation and promote positive learning outcomes. When a lesson or strategy succeeds, they determine why and devise ways to replicate this success.

Teachers are systematically introspective and analytical as they make adjustments to strengthen their instruction and improve student outcomes. They engage in reflective inquiry that guides their instructional problem solving and consider alternative explanations for the performance and progress of students. They analyze the appropriateness of their expectations; the validity of instructional materials; the response of individual students to learning activities; and the effects of adjustments, accommodations, and modifications on students' performance.

## Teachers Engage in Reflective Practices

Teachers participate in a wide range of reflective practices to foster professional growth that leads to improvements in educating students with exceptional needs. They engage in continual self-evaluation activities regarding what they know and are able to do. They examine their own strengths and weaknesses and employ that knowledge in the analysis and planning of instruction. Accomplished teachers distinguish themselves by their capacity for critical self-examination, their openness to innovation, and their willingness to change to strengthen their teaching. Ultimately, reflective practice contributes to their depth of knowledge and skills, enriches their dispositions, and adds dignity to their practice.

The complexity of issues and instructional contexts involved in teaching students with exceptional needs requires accomplished teachers to engage in a variety of reflective activities. Personal and collaborative reflection with colleagues helps teachers achieve an appropriate educational balance that mitigates the competing tensions created by the mandates of legal compliance, the constraints of time available with students, and the responsibility to meet students' needs. To examine their practice critically, teachers might collaborate with education researchers. To determine the effectiveness of new materials, teaching strategies, and research, teachers might engage in their own action research. Welcoming and reflecting on observations by colleagues may allow accomplished teachers to consider ways to improve instructional outcomes while building on students' strengths and highlighting students' achievements.

Accomplished teachers reflect on their biases and the influences these biases have on the instruction they provide to students with exceptional needs and on their interactions with students, other professionals, families, and the community. Teachers consider the extent to which they may interpret student responses on the basis of their own cultural values versus the cultural perspective of the student or the student's family or community, and they work to overcome problems created by such gaps in understanding.

## Teachers Pursue Professional Growth Focused on Reflective Practices

Accomplished teachers of students with exceptional needs vigorously pursue both independent and organized professional development opportunities. Teachers engage in advanced coursework and degrees. They may travel to observe the practice of other accomplished teachers and to keep abreast of useful new materials, teaching strategies, and research. Interacting with other professionals aids self-reflection and self-renewal, so teachers participate in a collaborative process of reflection, making themselves available to other professionals and paying particular attention to the information they learn from colleagues. They may share their expertise with colleagues through conferences and workshops, professional development sessions, formal presentations, publications, and informal exchanges. Moreover, teachers may seek and use technological resources in their efforts to improve their

practice, communicating and consulting with colleagues electronically through such means as video conferences or distance learning. These resources enable teachers to take advantage of the expertise of specialists and others to improve and develop exemplary resources for students, to share ideas and concerns, and to stay abreast of trends and practices.

Keeping current in their field is essential for accomplished teachers as the profession continues to debate, rethink, reinvent, and redefine a broad range of issues that have instructional implications for students with exceptional needs. Teachers therefore explore resources that keep them informed of the most current professional findings. By building personal libraries of professional literature and by engaging in personally reflective activities, such as independent reading and journal writing, teachers expand their knowledge base, refine their evolving philosophy of education, stimulate their creativity about ways to improve student learning, and strengthen their practice.

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*Exceptional Needs 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, policy-makers, 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. *Exceptional Needs 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 *Exceptional Needs Standards, Second Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2006, NBPTS convened a second Exceptional Needs 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 Exceptional Needs 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 Katherine Bishop, NBCT, and Alba Ortiz, for their invaluable leadership in making the second edition a reality.

The second edition standards committee and the NBPTS staff would like to give special recognition to Dr. Frank Bowe, who contributed to the development of these standards from the first committee meeting until the time of his death in August 2007. Frank's wisdom and sense of humor inspired the committee as they began this collaborative process. His concern for and dedication to students with exceptional needs, along with his knowledge of the laws pertaining to this field, guided the committee as they worked to assure that current changes in the field were reflected in the standards. Committee members and staff feel fortunate to have known Frank and to know that these standards will be one of many ways that his life will impact the lives of students with exceptional needs across the country.

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The work of the Exceptional Needs Standards Committee was guided by the NBPTS Board of Directors. An ad hoc committee of the Board of Directors was instrumental in selecting the standards committee and in providing guidance during the beginning of the revision process. The National Board Certification Council reviewed the current edition of the standards and recommended 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

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# Component I



***Early Childhood through  
Young Adulthood/  
Exceptional Needs Specialist***

**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 Childhood through Young Adulthood/Exceptional Needs Specialist (ECYA/Exceptional Needs Specialist) 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.

## 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.

## ECYA/Exceptional Needs Specialist Component 1 Computer-Based Assessment

In the ECYA/Exceptional Needs Specialist Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

### ECYA/Exceptional Needs Specialist Standards Measured by Selected Response Items

The ECYA/Exceptional Needs Specialist selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<b>Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II)</b> <ul style="list-style-type: none"><li>• Child Growth and Development</li><li>• Effective Advocacy</li><li>• Knowledge of Philosophy, History, and Law</li><li>• Exemplifying High Ethical Ideals</li></ul>	20%
<b>Diversity and Family Partnerships (Standards III and IV)</b> <ul style="list-style-type: none"><li>• Creating Equitable, Fair, and Diverse Environments</li><li>• Ensuring Access to Quality Learning Experiences</li><li>• Collaborating with Parents to Support Students' Education</li></ul>	20%

<p><b>Communication and Social Development and Behavior (Standards VI and VII)</b></p> <ul style="list-style-type: none"> <li>• Understanding Language Acquisition and Development</li> <li>• Using Unique Strategies to Develop Communication Skills</li> <li>• Collaborating with Others to Facilitate Student Language Development</li> <li>• Teaching and Fostering Social Skills</li> <li>• Developing Students' Self-Confidence and Self-Determination</li> <li>• Fostering and Supporting Positive Behavior</li> </ul>	<p>30%</p>
<p><b>Assessment and Curriculum and Instruction (Standards V and VIII)</b></p> <ul style="list-style-type: none"> <li>• Using Diverse Assessment Methods for Different Purposes</li> <li>• Academic Core Curriculum—Literacy</li> <li>• Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings</li> <li>• Fostering Student Transitions and Career Development</li> </ul>	<p>30%</p>

\* These percentages are an approximation only.

For the complete ECYA/Exceptional Needs Specialist Standards, refer to [www.nbpts.org/national-board-certification/candidate-center/](http://www.nbpts.org/national-board-certification/candidate-center/).

### ECYA/Exceptional Needs Specialist Constructed Response Exercises

The ECYA/Exceptional Needs Specialist constructed response exercises assess the following:

- **Exercise 1: Numeracy**  
In this exercise, you will use your knowledge of numeracy skills and instruction for students with exceptional needs. You will be asked to respond to one prompt.
- **Exercise 2: Assessment**  
In this exercise, you will use your knowledge of assessment and students with exceptional needs. You will be asked to respond to one prompt.
- **Exercise 3: Collaboration**  
In this exercise, you will use your knowledge of professional collaboration in the field of exceptional needs. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each ECYA/Exceptional Needs Specialist Component 1 scoring rubric is derived from the ECYA/Exceptional Needs 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 ECYA/Exceptional Needs Specialist Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 1

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: Deaf/Hard of Hearing

Standard II. Knowledge of Philosophy, History, and Law

1. A fifth-grade student with a severe bilateral hearing loss primarily uses American Sign Language (ASL) to communicate and attends a general education class with an educational interpreter. Which of the following statements best reflects the language learning theory proposed by Jim Cummins describing Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as it relates to the student's language development?
  - A. Indirect access to communication may restrict the student's access to social language and development of BICS.
  - B. Receptive and expressive language proficiency related to BICS is universally acquired and most closely linked to the student's chronological age.
  - C. The transfer of BICS will likely not occur between the student's primary language in ASL and developing understanding of English.
  - D. The BICS language acquisition process is often delayed in bilingual learning environments.

Standard II. Knowledge of Philosophy, History, and Law

2. Under the Individuals with Disabilities Education Improvement Act (IDEA 2004), a manifest determination review is required when a student who receives special education services violates student conduct codes and is facing the possibility of:
  - A. a one-day suspension.
  - B. expulsion from the student's current school.
  - C. a functional behavior analysis.
  - D. loss of classroom privileges.

### Standard III. Diversity

3. A teacher of the deaf and hard of hearing provides consultation to a sixth-grade general education social studies teacher, whose class includes a student with a profound hearing loss who uses an educational interpreter. The teacher of the deaf and hard of hearing frequently observes the social studies teacher's teaching practices and provides feedback to prevent modified or lowered educational expectations for the student. Which of the following observations by the teacher of the deaf and hard of hearing would be most important to discuss with the social studies teacher to address this goal?
- A. The teacher asks the interpreter to gauge the student's understanding of a concept.
  - B. The teacher provides the student with graphic supports when reading complex texts.
  - C. The teacher previews key topics with the student prior to introducing a new unit.
  - D. The teacher uses restricted vocabulary when interacting with the student.

### Standard III. Diversity

4. A teacher of the deaf and hard of hearing teaches a fifth-grade science class at a school for the deaf in which American Sign Language (ASL) is the primary mode of instruction. When presenting a complex text, the teacher uses a code-switching technique, in which the teacher directly links signs and their fingerspelling to key printed vocabulary. This ASL/English bilingual practice primarily:
- A. allows for simultaneous use of both languages during instruction.
  - B. supports students to monitor their comprehension of text using their dominant language.
  - C. emphasizes concept development in both languages at the word level.
  - D. enables students to access text content using a modified language.

### Standard VI. Communication

5. A teacher of the deaf and hard of hearing is designing a series of activities to promote a student's ability to detect differences in non-phonemic aspects of spoken language, such as pitch, stress, and prosody. These activities would best support the development of which of the following auditory processing skills?
- A. comprehending a speaker's use of unfamiliar speech patterns
  - B. discriminating between suprasegmentals in speech
  - C. localizing various sounds in the environment
  - D. detecting sound in the midst of competing background noise

## Standard VII. Social Development and Behavior

6. Melissa, a ninth-grade student with a profound bilateral hearing loss, attends a general math club after school with an American Sign Language (ASL) interpreter. Melissa reports to Mr. Stillman, the teacher of the deaf and hard of hearing, that she sometimes experiences difficulty both following the interpreter and recording important graphics presented during club meetings. Which of the following would be most appropriate for Mr. Stillman to suggest to Melissa to promote self-advocacy skills in addressing this issue?
- A. requesting that the math club teacher present academic language and content solely in verbal form
  - B. asking the interpreter to review with her the concepts discussed at the end of the meeting
  - C. requesting that the math club teacher provide meeting notes to her ahead of time
  - D. asking the interpreter to modify meeting content so that she has time to focus attention on written information

## Standard V. Assessment

7. A teacher of the deaf and hard of hearing is considering how to assess learning challenges exhibited by a new student who has a moderate-to-severe hearing loss. Which of the following practices represents the most effective application of assessment for identifying an appropriate intervention to meet this student's needs?
- A. choosing assessment strategies to ensure relevance to issues involved in the referral
  - B. administering a broad battery of formal and informal assessments to cover a wide range of concerns
  - C. eliciting anecdotal comments from school staff who work with the student to supplement other assessments
  - D. using the student's last formal end-of-year achievement assessments to ensure fair and objective evaluation

Standard VIII. Curriculum and Instruction

8. A teacher of the deaf and hard of hearing co-teaches a sixth-grade social studies class that includes several students who are deaf or hard of hearing and who receive the services of an American Sign Language (ASL) interpreter. The teachers pose and discuss an open-ended question with the class. Before students are asked to write a short reflection response to the discussion, the class collaboratively crafts appropriate language stems, such as those shown below.

During discussion, the statement was made that \_\_\_\_\_.

I agree/disagree with this statement because \_\_\_\_\_.

The practice of using language stems primarily benefits students in:

- A. applying standard written forms of English grammar and syntax.
- B. discussing and developing abstract ideas and concepts.
- C. using written models to show the direct correspondence between English and ASL.
- D. enhancing receptive language of specific content-area vocabulary.

### Answer Key to Sample Selected Response Items: Deaf/Hard of Hearing

Item Number	Correct Response
1	A
2	B
3	D
4	C
5	B
6	C
7	A
8	A

## Sample Selected Response Items: Visually Impaired

### Standard II. Knowledge of Philosophy, History, and Law

1. A 15-year-old student who has been blind since birth due to optic nerve hypoplasia attends general education classes, and receives services from her TVI in the resource room three times per week for 45 minutes. The student is a proficient braille reader and is currently working at grade level in all subjects. The TVI is preparing invitations for the student's annual Individualized Education Program (IEP) review. The following individuals are invited to the meeting:

- The student's parents
- The assistant principal
- The TVI
- The student's general education teacher
- The orientation and mobility (O&M) specialist

Which of the following individuals should also be invited to the meeting to best ensure that the student's IEP meets her needs?

- A. student/family advocate
- B. school psychologist
- C. vocational rehabilitation specialist
- D. school braillist

### Standard II. Knowledge of Philosophy, History, and Law

2. An eleventh-grade student who is congenitally blind due to microphthalmia attends high school where he is an honors student and participates in extracurricular activities. The student and his parents would like for him to transfer to a residential school for the blind for his senior year so that he can socialize with other students with visual impairments. The Individualized Education Program (IEP) team is meeting to consider this change in placement. Which of the following would be the best rationale for denying the change in placement and keeping the student in his current setting?

- A. The change in placement would be a denial of free and appropriate public education (FAPE) because the setting is too restrictive to meet the student's needs.
- B. The change in placement may result in a regression in orientation and mobility (O&M) skills learned in the current setting.
- C. The change in placement would be a denial of FAPE because it violates the spirit of the National Agenda.
- D. The change in placement may result in a decrease in skills related to self-determination and self-advocacy.

### Standard III. Diversity

3. A TVI is working with a third-grade student with low vision due to aphakia. The student has recently been prescribed a short focus monocular to assist in reading materials at a distance in the classroom. The student has learned to stabilize the monocular while sitting and standing, and can move the barrel of the scope to focus an image. Which of the following skills should the TVI teach next to ensure the student's optimal use of the device?
- A. locating an object without the scope, then spotting it through the scope to verify detail
  - B. determining eye dominance and optimal lighting conditions for use of the scope
  - C. using the scope to follow a slow-moving target, such as a bug crawling across the desk
  - D. shifting gaze from scope to paper and back to scope to facilitate note-taking

### Standard IV. Family Partnerships

4. Cassie is a second-grade student with a visual impairment. Cassie has a magnifier available for near tasks, but she uses it only on occasion as she is able to access grade-level print from a comfortable distance. Cassie's mother is also visually impaired and can only access print when enlarged on an electronic magnifier with print  $\frac{3}{4}$  inch in size. Cassie struggles with reading, particularly reading fluency. Although steady progress is noted, it is less than what would be anticipated. In a conversation with the mother, the TVI learns that Cassie's mother views the books Cassie brings home for required nightly reading on her electronic magnifier and moves the book under the device's camera to track the lines of print while Cassie reads aloud. Which of the following options would best support Cassie's reading fluency in this situation?
- A. The TVI should provide instruction to Cassie in utilization of an electronic magnifier so that Cassie can read her material at home with this device.
  - B. The TVI should request that two copies of reading material be sent home so that the mother can access the materials and participate in the home reading activity.
  - C. The TVI should request that the student read material out loud to the mother without her needing to supervise the accuracy of the reading.
  - D. The TVI should request that extra time be arranged for reading during the school day rather than requiring this reading activity to be done at home.

## Standard VI. Communication

5. Julio is a beginning second-grade student with a visual impairment with corrected acuities measured at 20/100. Spanish is the primary language spoken in the home. Julio's family moved to the United States from Puerto Rico during the semester break of his kindergarten year. Julio is able to access most regular print as well as demonstrations on the board and overhead without accommodations. He effectively utilizes a monocular to access small print presented at a distance and has a magnifier for occasional use on near tasks. Several students in Julio's class speak both English and Spanish. Julio typically plays with these students and conversations among them are in Spanish. When his parents pick Julio up from school, he eagerly tells his parents about events from the day while conversing in Spanish. Classroom instruction is primarily in English. If students request clarity regarding vocabulary or concepts, limited explanations will be provided in Spanish. Julio's classroom teacher is concerned because Julio rarely speaks in class. He follows directions in English and shows consistent improvement in reading and writing in English. Julio is successful with most classroom assignments, indicating an understanding of the majority of classroom conversations. Julio excels at math calculation but is sometimes confused by word problems. Given that Julio's receptive language skills in English are more advanced than his expressive language skills, which of the following explanations would be most appropriate for the TVI to make to address the concerns of the classroom teacher?
- A. Julio most likely has a disability in the area of speech/language. An evaluation should occur in English as that is the primary language of instruction.
  - B. Because of Julio's visual impairment, it would be anticipated that he would experience a delay in the acquisition of a new language. No further evaluations should be recommended.
  - C. Julio most likely has a disability in the area of cognitive processing. An evaluation should occur in Spanish as that is his primary language.
  - D. Receptive language skills typically develop before expressive skills. If expressive skills in Spanish are age appropriate, no further testing should be recommended.

## Standard VI. Communication

6. When a TVI is working with a young child with a visual impairment, the TVI carefully and continually structures instruction and the child's environment to introduce objects and activities the child may have been unable to access previously or was unaware of previously. This strategy is most likely to help the child acquire early literacy skills and concepts that may not have been developed through:
- A. phonological awareness.
  - B. incidental learning.
  - C. oral language development.
  - D. episodic learning.

### Standard V. Assessment

7. When selecting accommodations for reading assessments, which of the following accommodations would invalidate the purpose of determining competency in decoding?
- A. regular print with optical aids
  - B. braille text for tactile reading
  - C. text-to-speech software
  - D. large print with glasses

### Standard VIII. Curriculum and Instruction

8. A fifth-grade student in a general education classroom receives some pull-out supports in the areas of reading/language arts and math. The student has been identified as having severe learning disabilities in the areas of reading, writing, and math. She has very limited functional vision and is learning to read braille, but she is able to read uncontracted braille at a rate of 14 words per minute and her decoding and comprehension are tested at a beginning second-grade level for written material. She comprehends auditory information at a level commensurate with her peers. The student is able independently to access auditory books preloaded on a tablet computer and enjoys listening to recorded books. A regularly assigned activity is to take turns reading out loud to a small group. After she is provided with an uncontracted braille version of the text, which of the following accommodations would reinforce the student's reading skills when it is her turn to read aloud?
- A. requiring the student to read only a fraction of the material out loud as is required of the other students
  - B. allowing the student to utilize the tablet to listen to the book and then letting her use the tablet to read aloud the portion of the text she is assigned
  - C. requiring the student to read the same amount of material out loud as is required of the other students
  - D. allowing the student to utilize the tablet to listen to the book and then letting her read a reduced amount of material from the braille version of the text

### Answer Key to Sample Selected Response Items: Visually Impaired

Item Number	Correct Response
1	C
2	A
3	A
4	B
5	D
6	B
7	C
8	D

## Sample Selected Response Items: Gifted

### Standard I. Knowledge of Students

1. A third-grade teacher of students who are gifted structures the classroom in a way so that individual students have a variety of choices throughout the school day regarding working with others or alone. Which of the following statements best supports this classroom structure?
  - A. Gifted students may be more comfortable learning in particular ways and settings.
  - B. Gifted students often lack the ability to make appropriate choices in classroom settings.
  - C. Experienced teachers allow gifted students to make informed choices about their education.
  - D. Individual choice for gifted students is important because it promotes self-esteem.

### Standard II. Knowledge of Philosophy, History, and Law

2. A 15-year-old student who is gifted participates in extracurricular activities at the local high school and is enrolled in four classes at the local college. According to the Family Educational Rights and Privacy Act (FERPA), who is allowed to review her college academic records?
  - A. The student and her parents are both permitted to examine her college records after signing a confidentiality agreement.
  - B. The student and her parents are both permitted to examine her college records with advanced written notice to the registrar.
  - C. The student has the right to examine her own records but must provide written permission for her parents to examine them.
  - D. The student is a minor and under the age of 18, so her parents must provide written permission for her to examine her college records.

### Standard III. Diversity

3. In order to provide the most culturally responsive and challenging programs and services, schools should most appropriately include which of the following characteristics?
  - A. a single-entry qualification point into the gifted program
  - B. enriched instruction with underperforming, high-ability students designed to enhance skills
  - C. increased remediation opportunities for underperforming, high-ability students for maximum improvement
  - D. ongoing professional development training for teachers of students who are gifted

#### Standard IV. Family Partnerships

4. An elementary teacher of students who are gifted and talented has many parents/guardians who want to be involved in the classroom. These parents/guardians constantly want feedback, want to know what is happening in the classroom, ask to come into the class, and hold high expectations for their child and the teacher. Which of the following is the best way for the teacher to address the needs of these parents/guardians?
- A. telling the students that concerned parents/guardians can call the teacher at any time
  - B. doing nothing differently from previous years in regard to communication or collaboration between the teacher and the parents/guardians
  - C. holding a curriculum night to communicate expectations to parents/guardians and asking them to let the teacher do his or her job without interference
  - D. using this parent/guardian motivation as a means to collaborate with them and inviting parents/guardians to be a part of the classroom

#### Standard VI. Communication

5. Several students in the gifted and talented program at an elementary school are English language learners. These students have various proficiency levels in English and receive English as a New Language (ENL) services two to three times a week. The gifted education teacher regularly meets with the ENL teacher to review lesson plans and supports for these students. Which of the following additional actions by the gifted education teacher would best facilitate the continued development of the English language learners' English language proficiency?
- A. conducting observations of the ENL teacher providing language instruction to the students
  - B. inviting the ENL teacher to observe the students' interactions and language use during content instruction
  - C. working with the ENL teacher to incorporate students' language objectives into content instruction
  - D. asking the ENL teacher to provide several lesson plans each week that focus on students' language learning

### Standard VII. Social Development and Behavior

6. Students in the gifted and talented program at a middle school meet for one period a day with the gifted education teacher. This class of students includes sixth-, seventh-, and eighth-grade students. The gifted education teacher has had some concerns about an apparent increase in conflicts between students. To address this concern, the teacher, with the principal's approval, decides to implement a peer mediation program. The students are formally trained in the processes of negotiation and mediation and participate in role-plays to practice these processes. Two students serve as peer mediators for the class on a weekly, rotating basis. Which of the following statements describes the best rationale for implementing this program?
- A. Students' recognition of behaviors that cause problem situations will be enhanced.
  - B. Disciplinary actions stemming from disputes or disagreements between students will decrease significantly.
  - C. The time that can be devoted to instruction and student learning will be maximized.
  - D. Students will be empowered with the tools for resolving problems constructively within a solution-oriented structure.

### Standard V. Assessment

7. A fourth-grade gifted student consistently receives failing grades in subject-area exams despite seeming to understand the material in class. When asked, the student explains that schoolwork is boring. Which of the following accommodations would be most appropriate for determining mastery?
- A. an alternative testing environment
  - B. extended time for assessments
  - C. choice in types of assessments
  - D. multiple tests of the same material

## Standard VIII. Curriculum and Instruction

8. A 12-year-old student who is highly gifted has been accelerated for two years and will be entering high school in the fall. The student is mature and possesses a high level of self-confidence. Currently, the student is the captain of the middle school baseball team and a starter on the basketball team. The student has expressed concerns about being physically smaller than high school classmates and participating in athletics. Which of the following strategies is likely to be most effective in fostering a positive transition for the student?
- A. creating an arrangement that allows the student to participate in middle school athletics while pursuing high school-level academics
  - B. advising the student to forego participation in the high school athletic program in favor of a personal fitness program
  - C. suggesting that the student be allowed to participate in high school athletics in the role of team and/or equipment manager
  - D. having middle school coaches provide the student with individualized training to maximize his ability to participate in high school athletics

### Answer Key to Sample Selected Response Items: Gifted

Item Number	Correct Response
1	A
2	C
3	B
4	D
5	C
6	D
7	C
8	A

## Sample Selected Response Items: Early Childhood Education

### Standard I. Knowledge of Students

1. A child who can make decisions about food choices, toy preferences, and clothing selections and can learn to regulate body functions is in which of Erik Erikson's stages of psychosocial development?
  - A. trust vs. mistrust
  - B. autonomy vs. shame and doubt
  - C. initiative vs. guilt
  - D. industry vs. inferiority

### Standard I. Knowledge of Students

2. A teacher of preschoolers with developmental delays takes the children to the playground every day followed by structured indoor time in centers. After playing, the children come back to the classroom distracted, tired, and irritable. Which of the following strategies could the teacher use to help the children focus on center activities?
  - A. providing a short group activity such as singing a "get ready for center" song
  - B. practicing a classroom behavior plan
  - C. giving children a schedule of center activities when they come inside
  - D. making sure all children wash their hands after playing outside

### Standard III. Diversity

3. A teacher of students with exceptional needs and a general education teacher co-teach a third-grade class in which the majority of students are multilingual and have a home language other than English. Several of the students are classified as having language-based learning disabilities. The teachers use a sheltered English instruction model when teaching. When using this model, a primary responsibility of the teachers is:
  - A. integrating various supports, including special education instruction and speech-language therapy, into their teaching.
  - B. arranging for students to receive instruction in small groups depending on their language proficiency.
  - C. modifying each student's academic content objectives according to his or her individualized language level.
  - D. designing lessons that address grade-level curricular achievement and concurrently promote language development.

### Standard III. Diversity

4. A teacher of students with exceptional needs teaches a kindergarten class that includes several students with sensory-processing difficulties who exhibit self-stimulatory behaviors. When designing an effective learning environment for the students, it is most important to understand that self-stimulatory behaviors:
- A. serve a purpose for the student and should be replaced with alternative behaviors that perform a similar function.
  - B. are inherently biological and are not readily influenced by outside reinforcement systems.
  - C. promote attention by the student and rarely interfere in his or her learning or educational performance.
  - D. are typically extinguished when the student is taught effective communication strategies to express emotions.

### Standard VI. Communication

5. A three-year-old child with a language delay is having difficulty mastering an IEP objective that addresses increasing the mean length of utterances. The teacher has joined the child during block play to participate in floor time in an effort to increase the likelihood that the child will increase the number of words used during play. Which of the following scenarios would be most likely to increase the child's number of words when the child and teacher play together?
- A. When the child picks up a car and says "C" for "car," the teacher responds, "Vroom, vroom."
  - B. When the child picks up a car and says "C" for "car," the teacher responds, "Car."
  - C. When the teacher hands the child a car and the child says "C" for "car," the teacher responds, "Red car."
  - D. When the teacher hands the child a car and says "Car," the child responds, "Car."

### Standard VII. Social Development and Behavior

6. A preschooler with an IEP for developmental delays is being served in an inclusive early childhood setting. The teacher has noted that the child becomes agitated and refuses to clean up toys when prompted to transition to a new activity. The child's behavior becomes aggressive 75% of the times the child is asked to clean up toys. Which of the following accommodations would be most helpful in assisting this child to successfully transition between activities?
- A. interviewing the child's parents/guardians to learn if the child follows through with expectations to clean up at home
  - B. appointing classmates to assist with cleaning up toys, providing the child with positive role models of the expected behavior
  - C. posting a visual reminder of the classroom rules and reviewing the rules with the whole class daily
  - D. using a timer with the child that counts down how much time remains until it is time for a transition

### Standard V. Assessment

7. A kindergarten student who receives special education services for a developmental delay in the areas of communication and cognitive development attends a general education class with pull-out services from a teacher of students with exceptional needs. The teacher of students with exceptional needs meets with the kindergarten teacher and educational aide to consider ways to support the student's access to the general education curriculum. The teacher of students with exceptional needs recommends the following instructional accommodations.

1. Use strong phrase boundaries when presenting verbal information
2. Repeat complex sentences using simplified syntax
3. Scaffold important vocabulary using visual examples

The instructional accommodations primarily support the student by:

- A. offering exposure to fluent models of spoken language.
- B. emphasizing the use of academic language structures.
- C. making language more comprehensible.
- D. providing concrete supports to abstract thinking.

### Standard VIII. Curriculum and Instruction

8. A kindergarten student with moderate cognitive impairments participates in an inclusive classroom setting. Which of the following activities is she likely to perform most like her nondisabled peers during a sequencing activity?
- A. retelling the details of a story read during an earlier class period
  - B. putting together a model following picture directions
  - C. following classroom routines over an extended period of time
  - D. responding to multistep oral directives

## Answer Key to Sample Selected Response Items: Early Childhood Education

Item Number	Correct Response
1	B
2	A
3	D
4	A
5	C
6	D
7	C
8	C

## Sample Selected Response Items: Mild/Moderate Disabilities

### Standard II. Knowledge of Philosophy, History, and Law

1. A student is being evaluated to see if he qualifies for special education services as a student with a specific learning disability. He has poor grades and has made little academic progress even with the prereferral interventions required before a recommendation for evaluation can be made. The student has passed hearing and vision screenings. The student's evaluation scores are listed in the table below.

Evaluation	Standard Score*	Score Description
Adaptive Behavior Evaluation	59	Significantly below average
Intelligence (IQ) Evaluation	66	Significantly below average
Reading Achievement Evaluation	72	Below average
Math Achievement Evaluation	62	Significantly below average
Behavior Evaluation	87	Average
Language Evaluation	75	Below average

\*Standard scores with a mean of 100 and a standard deviation of 15

On the basis of this information, what will the eligibility team most likely determine?

- A. The student qualifies for services because achievement scores are significantly below average.
- B. The student does not qualify for services because there is no severe discrepancy between achievement scores and the IQ score.
- C. The student needs to complete different intervention programs during the prereferral stages because the student should have made some progress.
- D. The student needs further evaluation because the student might have an intellectual disability.

## Standard II. Knowledge of Philosophy, History, and Law

2. A three-year-old was recently placed in foster care after his mother passed away suddenly, and no family has been identified as next of kin. The child was born with spina bifida and a number of comorbid orthopedic needs. He is transitioning from early intervention services to a preschool special education program and an Individualized Education Program (IEP) is being developed. According to the Individuals with Disabilities Education Improvement Act (IDEA 2004, § 300.519), which of the following is the legal responsibility of the state education agency (SEA)?
- A. assigning an educational surrogate parent not more than 30 days after a public agency determines the child needs one
  - B. requesting information from a guardian ad litem regarding the court order of assignment of custody within 30 days
  - C. scheduling the IEP team meeting within 60 days of notice of the change in custody to determine the school assignment
  - D. providing all education-related documentation to the foster parent as required by court order within 60 days

## Standard III. Diversity

3. A ninth-grade student in an inclusive history class has a specific learning disability in reading. He is able to correctly decode words at a fifth-grade level; however, he can understand and respond to text at grade level when it is read aloud to him. When he is asked to read on his own, he is often off task or so frustrated that he gives up. What accommodation will allow the student to access content-area textbooks and successfully complete coursework?
- A. reading everything aloud to the student so that he does not get frustrated and stop working
  - B. finding a text that is written at a sixth-grade level so the student can practice his skills and be successful
  - C. using an audio version of the text so the student can listen at home or in class without losing the meaning of the content
  - D. allowing the student to work with another student to complete assignments that require excessive reading in class

## Standard IV. Family Partnerships

### 4. Use the information below to answer the question that follows.

A large school district requires each teacher to set yearly personal and professional goals at the start of the school year and to monitor his or her progress. A middle school special education teacher's goals are outlined below.

Personal:

- Expand and refine my use of technology resources to collaborate with peers and parents/guardians, and access research and evidence-based practices.

Professional:

- Contact each parent/guardian by phone or home visit to introduce myself and provide beginning of the year information, policies, and procedures.
- Establish and maintain a consistent manner for families and students to communicate with me regarding their needs, concerns, or questions.
- Provide families with timely information that includes topics such as special education policies, Individualized Education Program (IEP) development and goals, assessment and transition planning procedures from middle school to high school, and postsecondary planning.

Which of the following statements provides the primary rationale to support the special education teacher's professional goals?

- A. Collaboration and communication with parents/guardians is more likely to result in positive educational outcomes for students.
- B. Parents/guardians of students in middle school are more likely to respond to the school's home-school involvement activities than parents/guardians of students in other grades.
- C. Students with disabilities are more likely to receive related services and direct special education in the general education setting when parents/guardians attend IEP meetings.
- D. The quality of students' teachers is a more important factor in the success of middle school students than parent/guardian involvement.

## Standard VI. Communication

5. A student with an Individualized Education Program (IEP) addressing mild language delays is having difficulty sequencing information from known stories. Following instruction on how to sequence a story by telling what happened first, what happened next, and what happened last, the teacher presents a variety of simple stories that require the student to read and place events in sequence. In spite of repeated instruction the student continues to struggle with the concept. The teacher reteaches the lesson by modeling and assigning the words *first*, *next*, and *last* to separate paragraphs. After the lesson, the student responds correctly. The student could have experienced challenges initially because he:
- A. did not comprehend the story the first time it was read.
  - B. needed additional support to understand the concept.
  - C. preferred that the story have different elements and an alternate ending.
  - D. could not understand the story due to his attention-deficit/hyperactivity disorder (ADHD).

## Standard VII. Social Development and Behavior

6. The annual IEP review date is approaching for a ninth-grade student with a moderate cognitive delay. His teacher has started to talk to him about things to expect during an upcoming Individualized Education Program (IEP) team meeting, as well as role-playing the student's participation in the meeting. The teacher is also helping him make a set of visuals to share at the meeting. These visuals will most likely contain evidence of:
- A. growth data on goals from the expiring IEP.
  - B. activities and schoolwork of the year.
  - C. his self-reflective strengths and needs, wishes, and preferences.
  - D. place cards and notes for each member of the transition IEP team.

## Standard V. Assessment

7. A new student is transitioning from a developmental preschool to general education kindergarten with an Individualized Education Program (IEP) addressing behavior concerns related to a history of violent outbursts, noncompliance, and self-injurious behaviors. Goal updates before transitioning show progress, with few outbursts being noted. The receiving general education teacher and special education teacher notice a marked increase in behavior issues within two weeks of attendance in the kindergarten program. The special education teacher will most likely:
- A. document behaviors while gathering the IEP team to consider a functional behavior assessment.
  - B. isolate the student and establish a system to earn time in the general education classroom.
  - C. continue the behavior program as the IEP designates and wait for the end of the transition period.
  - D. inform the principal that the student needs a self-contained program placement.

## Standard V. Assessment

8. A special education teacher created a three-part activity to pre-assess the readiness of first-grade students to tell time to the hour. The students were instructed to label an analog and digital clock face to show 6:00 and to write what they know about clocks and time. Which of the following questions is most important for the teacher to answer based on the pre-assessment information obtained?
- A. What meaningful differences exist among the students' prior knowledge?
  - B. Should students be grouped heterogeneously or homogeneously?
  - C. How can I ensure that all students gain new learning at the same rate?
  - D. Do the learning styles of the students have an effect on these results?

### Answer Key to Sample Selected Response Items: Mild/Moderate Disabilities

Item Number	Correct Response
1	D
2	A
3	C
4	A
5	B
6	B
7	A
8	A

## Sample Selected Response Items: Severe/Multiple Disabilities

### Standard I. Knowledge of Students

1. An 11-year-old sixth grader with autism spectrum disorder (ASD) and an intellectual disability is in a general education classroom for most of the day with support from a paraprofessional. At the beginning of the year, the special education teacher consults with the general education teacher on ways to ensure the student feels included in the classroom. The special education teacher suggests incorporating cooperative learning activities into various lessons in which the students take turns being the group's leader depending on the subject. Which of the following rationales best supports why this instructional strategy would be the most developmentally appropriate for the student?
  - A. supporting the student's understanding of firm boundaries in a social setting
  - B. encouraging the student's exploration of creative abilities in different academic areas
  - C. providing the student control over the learning process
  - D. allowing the student the opportunity to feel accomplished among peers

### Standard II. Knowledge of Philosophy, History, and Law

2. Morgan is 12 years old and has an intellectual disability and an emotional disability. She attends a separate classroom with a small group of similar-aged students, and she also attends a general education science class with support from a paraprofessional. During science class, Morgan has begun displaying inappropriate behaviors that have become increasingly violent. She has lunged at a classmate and twice she has tried to stab a paraprofessional with a pencil. After each offense Morgan's parents have been notified and she has been immediately picked up from school and taken home for the remainder of the day. Which of the following historical court cases determines how the school handles situations such as Morgan's?
  - A. *Honig v. Doe*
  - B. *Hendrick Hudson School v. Rowley*
  - C. *Smith v. Robinson*
  - D. *Mills v. Board of Education of the District of Columbia*

### Standard III. Diversity

3. A special education supervisor is meeting with all the special education teachers in a diverse elementary school. The supervisor begins a discussion on ways to encourage and create culturally responsive learning environments by asking each teacher the following question: "What learning characteristics come to mind when you think of each student in your classes?" Which of the following research-based rationales is addressed by asking this type of question?
- A. committing to knowing each student socially and emotionally increases academic success
  - B. recognizing the ways in which students' unique profile of strengths and needs can influence academic success
  - C. maintaining high expectations for everyone in the classroom encourages students to reach academic standards for success
  - D. understanding each student's individual life experiences influences his or her academic success

### Standard IV. Family Partnerships

4. A parent of a high school student is concerned about the student's academic performance, and preparations have been made to discuss this at the annual review of the student's Individualized Education Program (IEP). The meeting has been scheduled on a day and time convenient for the parent. At the appointed time, all the participants have arrived except the parent. The teacher calls the parent after 10 minutes, who states she is running late and will arrive within 30 minutes. In this situation, the most appropriate course of action for the teacher to take is to:
- A. cancel the meeting and reschedule so the parent can attend the meeting to have her concerns addressed.
  - B. excuse the participants until the parent arrives, then reconvene the meeting and discuss concerns.
  - C. continue with the meeting and discuss the concerns about the student with the IEP team participants who are present.
  - D. start the meeting, review the concerns that have already been addressed when the parent arrives, and then proceed.

## Standard VI. Communication

5. A student who is nonverbal receives instruction in a classroom for students with severe impairments. The student has emerging communication skills facilitated by an application on a digital device and is using the device to choose a preferred activity during unstructured activities. The teacher would like to expand the student's use of the device by including another category. The teacher is aware that the next category must be a preferred activity with immediate gratification. Which of the following categories would best meet the needs of this student?
- A. the food category, with symbols for the student's preferred food during snack time
  - B. the outdoor clothing category, with symbols allowing a choice of what to wear at recess
  - C. the feelings category to enable the student to express feelings
  - D. the friends category to enable the student to interact with a preferred peer

## Standard VII. Social Development and Behavior

6. A sixth-grade teacher notices that a student with severe disabilities is making limited progress on his hand-washing goal. The teacher observes that the paraprofessional uses the fewest prompts with a long wait time between prompts, and the occupational therapist starts with a physical prompt with a shorter wait time between prompts. As the teacher reviews the student's progress and observes the instruction he is receiving, which recommended practice for teaching students with severe disabilities should the teacher consider?
- A. collaborative teaming
  - B. active family involvement
  - C. systematic instruction
  - D. positive behavior intervention

## Standard V. Assessment

7. At the end of the school year, a preschool teacher is giving an informal assessment to a four-year-old child with multiple disabilities. The teacher wants to know if the child recognizes the numbers 1 through 10. The teacher presents number cards to the child one at a time, asking, "What number is this?" The child answers incorrectly by saying the name of a different number. Which accommodation should the teacher use to adapt the assessment?
- A. presenting a card to the child and asking, "Is this number \_\_\_?"
  - B. presenting three number cards at a time and asking the child to point to a specific number
  - C. asking the child, "What number is this?" when walking in the school and pointing to the number
  - D. continuing with math questions such as rote count and count with correspondence to activate prior knowledge

## Standard VIII. Curriculum and Instruction

8. The purpose of the Summary of Performance (SOP) used in transition planning for high school students is to provide:
  - A. an overview of how a student performs specific job skills related to the Standard Occupational Classification (SOC) system.
  - B. a statement that guides Individualized Education Program (IEP) team decisions about whether transition planning should start at age 14 or age 16.
  - C. an overview of a student's academic and functional ability level to assist the student in transition beyond high school.
  - D. a statement about how successful a student will be in a full-time postsecondary training program.

### Answer Key to Sample Selected Response Items: Severe/Multiple Disabilities

Item Number	Correct Response
1	D
2	A
3	B
4	B
5	A
6	C
7	C
8	C

# Sample Constructed Response Exercises and Scoring Rubrics for ECYA/Exceptional Needs Specialist 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 VIII. Curriculum and Instruction / Standard X. Instructional Resources

Exercise 1: Numeracy - Candidate Name		⌚ Time Remaining 29:31
<b>Numeracy</b> <b><u>Introduction</u></b>		
In this exercise, you will use your knowledge of numeracy skills and instruction for students with exceptional needs. 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>• a brief description of a student with exceptional needs with whom you will be working;</li><li>• a description of one important concept or skill regarding a topic related to numeracy;</li><li>• a thorough description of two instructional activities and two instructional resources you would use to teach this concept or skill to the student you describe; and</li><li>• a thorough, in-depth explanation of how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.</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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Exercise 1: Numeracy - Candidate Name		⌚ Time Remaining 29:31
You will be teaching a mathematics lesson on measurement to a student with exceptional needs. Using your knowledge of students with exceptional needs, prepare a response in which you:		
<ul style="list-style-type: none"><li>• Briefly describe the student you will be teaching (e.g., age/grade level/developmental level, exceptionality, strengths/needs).</li><li>• Describe <b>one</b> important concept or skill related to measurement you would include in this lesson.</li><li>• Describe <b>two</b> instructional activities and <b>two</b> instructional resources, including any applicable technological resources, you would use to teach this concept or skill.</li><li>• Explain how these activities and resources would be particularly effective for the student you describe and how you would measure the student's success.</li></ul>		
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### Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide a thorough discussion and explanation of instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs and describes one important concept or skill related to a numeracy topic.
- The response provides a thorough description of two instructional activities and two instructional resources for teaching the numeracy concept or skill to the student.
- The response provides a thorough, in-depth explanation of how these instructional activities and instructional resources would be particularly effective for the student and of how the candidate would evaluate the student's success.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs and describes one important concept or skill related to a numeracy topic.
- The response describes two instructional activities and two instructional resources for teaching the numeracy concept or skill to the student.
- The response explains how these instructional activities and instructional resources would be effective with the student and how the candidate would measure the student's success.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

**Characteristics:**

- A description of a student with exceptional needs is present but the description of one important concept or skill related to a numeracy topic may contain misconceptions or misinformation.
- The response may describe two instructional activities and two instructional resources, but one or more of these elements may be missing, described in vague terms, or inappropriate for teaching the concept or skill to the particular student.
- The response may offer a weak or inaccurate explanation of how these instructional activities and resources would be particularly effective for the student and the explanation of how the candidate would measure the student's success may be partially missing, vague, unconvincing, or inappropriate for the given student and concept or skill.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to discuss and explain instructional strategies and resources for teaching a numeracy concept or skill to a student with exceptional needs.

**Characteristics:**

- The description of a student with exceptional needs and the description of one important concept or skill related to a numeracy topic are missing, unclear, or confusing.
- The description of two instructional strategies and two instructional resources may be missing, confusing, simplistic, or contain serious misconceptions related to the numeracy concept or skill. The strategies and resources may not be appropriate for the student.
- The explanation of how these instructional activities and resources would be particularly effective for the student is missing, inappropriate, or unconvincing and the explanation of how the candidate would measure the student's success may be totally missing, confusing, unconvincing, or unrelated to the concept or skill.

## Sample Exercise 2 and Scoring Rubric

### Sample Exercise 2

Standard II. Knowledge of Philosophy, History, and Law / Standard V. Assessment

Exercise 2: Assessment - Candidate Name		⌚ Time Remaining 29:31
<b>Assessment</b> <b><u>Introduction</u></b>		
In this exercise, you will use your knowledge of assessment and students with exceptional needs. 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>• a brief description of a student and an area you will be evaluating;</li><li>• an identification and detailed description of two types of assessments for your intended purpose;</li><li>• a detailed explanation of why you would select these two types of assessments;</li><li>• a detailed discussion of the advantages and limitations of these two types of assessments; and</li><li>• a thorough discussion of the types of information these two types of assessments would provide.</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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Exercise 2: Assessment - Candidate Name		⌚ Time Remaining 29:31
You are participating in an evaluation to assess the behavior of a student with exceptional needs. Using your knowledge of assessment and students with exceptional needs, prepare a response in which you:		
<ul style="list-style-type: none"><li>• Briefly describe the student whose behavior will be evaluated (e.g., age/grade level/developmental level, strengths/needs) and the behavior that you will be evaluating.</li><li>• Identify and describe in detail <b>two</b> types of assessments you would select as part of this evaluation.</li><li>• Explain in detail why you would select <b>each</b> of these <b>two</b> types of assessments for this particular student.</li><li>• Discuss the advantages and limitations of using <b>each</b> of these <b>two</b> types of assessments.</li><li>• Discuss the types of information you would be able to gather about the student using <b>each</b> of these <b>two</b> types of assessments.</li></ul>		
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## Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to provide a thorough discussion and explanation of two types of assessments used for a particular purpose.

### Characteristics:

- The response provides a brief description of a student with exceptional needs and an area that will be evaluated.
- The response identifies and describes in detail two types of assessments that the candidate would use for a particular purpose.
- The response provides a detailed, thorough explanation of why the candidate would select these two types of assessments for the student described.
- The response provides a detailed, thorough, and accurate discussion of the advantages and limitations of these two types of assessments.
- The response provides a detailed, thorough, and accurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

### Characteristics:

- The response provides a brief description of a student with exceptional needs and an area that will be evaluated.
- The response identifies and describes two types of assessments that the candidate would use for a particular purpose.
- The response provides a complete explanation of why the candidate would select these two types of assessments for the student described.
- The response provides an accurate and complete discussion of the advantages and limitations of these two types of assessments.
- The response provides an accurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

**Characteristics:**

- A brief description of a student with exceptional needs and an area that will be evaluated is present, but it may be limited or vague.
- The response may identify and describe two types of assessments that the candidate would use for a particular purpose, but they may be inappropriate for the purpose of assessment or inappropriate for the student's needs.
- The response may offer a weak or inaccurate explanation of why the candidate would select these two types of assessments for the student described.
- The response may offer a weak or inaccurate discussion of the advantages and limitations of these two types of assessments.
- The response may offer a weak or inaccurate discussion of the kinds of information these two types of assessments would provide about the student.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use knowledge of assessment and students with exceptional needs to discuss and explain two types of assessments used for a particular purpose.

**Characteristics:**

- The description of a student with exceptional needs and an area that will be evaluated is missing, unclear, or confusing.
- The identification and description of two types of assessments may be missing, confusing, simplistic, inaccurate, or inappropriate for the purpose of the assessment or inappropriate for the student's needs.
- The explanation of why the candidate would select these two types of assessments for the student described is missing, inappropriate, or unconvincing.
- The discussion of the advantages and limitations of these two types of assessments is missing, confusing, or inaccurate.
- The discussion of the kinds of information these two types of assessments would provide about the student is missing, confusing, or inaccurate.

## Sample Exercise 3 and Scoring Rubric

### Sample Exercise 3

Standard IV. Family Partnerships / Standard V. Assessment

<b>Exercise 3: Collaboration - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<b>Collaboration</b> <b><u>Introduction</u></b>		
<p>In this exercise, you will use your knowledge of professional collaboration in the field of exceptional needs. 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>• a brief description of a student with exceptional needs with whom you will be working;</li><li>• the identification of two individuals with whom you would collaborate in a particular situation and an explanation of why you would choose each of these individuals;</li><li>• a detailed discussion of two steps you would take in collaborating with the individuals you have identified; and</li><li>• a thorough explanation of how you would evaluate the effectiveness of this collaboration.</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 3: Collaboration - Candidate Name</b>		 <b>Time Remaining</b> 29:31
<p>You are a teacher of students with exceptional needs. The parents of one of your students share that their child was recently diagnosed with a medical condition and has started taking a medication prescribed by the child's doctor. The parents wonder how the medical condition and medication may affect their child in the educational environment. You would like to take a collaborative approach to address this situation. Using your knowledge of professional collaboration, prepare a response in which you:</p>		
<ul style="list-style-type: none"><li>• Draw on your experience to briefly describe the hypothetical student (e.g., age/grade level/developmental level, type of exceptionality, strengths/needs).</li><li>• Identify <b>two</b> individuals with whom you would collaborate to address this situation and explain why you would choose <b>each</b> of these individuals.</li><li>• Discuss in detail <b>two</b> steps you would take in collaborating with the individuals you have identified to address this situation.</li><li>• Explain how you would evaluate the effectiveness of this collaboration.</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 use knowledge of professional collaboration in the field of exceptional needs to discuss in detail the steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides a thorough and detailed explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is accurate, detailed, and thorough.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is detailed and thorough.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to discuss steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

#### Characteristics:

- The response provides a brief description of a student with exceptional needs.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation and provides an explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is complete.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is complete.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to describe steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

**Characteristics:**

- A brief description of a student with exceptional needs is present, but it may be limited or vague.
- The response identifies two individuals with whom the candidate would collaborate in a particular situation, but it provides a limited or vague explanation of why the candidate would choose each of these individuals.
- The discussion of two steps the candidate would take in collaborating with the two individuals is weak, incomplete, inaccurate, or confusing.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration is weak, incomplete, confusing, or irrelevant.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use knowledge of professional collaboration in the field of exceptional needs to describe steps for collaborating with others in a particular situation and explain how to evaluate the effectiveness of this collaboration.

**Characteristics:**

- The description of a student with exceptional needs is missing, unclear, or confusing.
- The response may identify two individuals with whom the candidate would collaborate, but the explanation of why the candidate would choose these individuals may be missing, simplistic, unclear, or irrelevant to the particular situation.
- The discussion of two steps the candidate would take in collaborating with the two individuals may be missing, simplistic, confusing, or irrelevant to the particular situation.
- The explanation of how the candidate would evaluate the effectiveness of this collaboration may be missing, simplistic, confusing, or irrelevant to the particular situation.

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## Component 2



*Early Childhood through  
Young Adulthood/  
Exceptional Needs Specialist*

**Component 2:  
Differentiation  
in Instruction**

**PORTFOLIO INSTRUCTIONS  
AND SCORING RUBRIC**

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## Overview

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This document provides information about the Early Childhood through Young Adulthood/Exceptional Needs Specialist (ECYA/Exceptional Needs Specialist) 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.

### ECYA/Exceptional Needs Specialist Component 2 Portfolio Entry

In the ECYA/Exceptional Needs Specialist Component 2 portfolio entry:

- You demonstrate your ability to
  - investigate a student’s learning or behavior need;
  - formulate a meaningful question directly related to that student’s need;
  - design and/or select and then use an assessment tool or tools;
  - use the information gathered to implement new or modified goals;
  - instruct in order to foster the student’s growth and development.
- You submit
  - a question document;
  - an assessment tool(s) document;
  - a Written Commentary.

### ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Students
- II. Knowledge of Philosophy, History, and Law
- III. Diversity
- V. Assessment

- VI. Communication
- VIII. Curriculum and Instruction
- X. Instructional Resources
- XII. Reflective Practice

For the complete ECYA/Exceptional Needs Specialist Standards, refer to [\*\*www.nbpts.org/national-board-certification/candidate-center\*\*](http://www.nbpts.org/national-board-certification/candidate-center).

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 2](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for ECYA/Exceptional Needs Specialist Component 2](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The ECYA/Exceptional Needs Specialist 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 from [\*\*www.nbpts.org/national-board-certification/candidate-center\*\*](http://www.nbpts.org/national-board-certification/candidate-center).

### Scoring Rubric

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 2

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This section contains the directions for developing and submitting the Component 2 ECYA/Exceptional Needs Specialist 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?

In this entry, you demonstrate your ability to

- investigate a student's learning or behavior need;
- formulate a meaningful question directly related to that student's need;
- design and/or select and then use an assessment tool or tools;
- use the information gathered to implement new and/or modified goals;
- instruct in order to foster the featured student's growth and development.

### 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 Form](#)" section of this document).
- **Written Commentary (no more than 13 pages)** that describes and analyzes the instruction and assessment featured in this entry.
- **Question and assessment tool(s) documents (no more than 6 pages combined).**
  - **A question document** that provides evidence of your efforts to formulate a meaningful question related to the featured student's need.
  - **An assessment tool(s) document** that provides evidence of your efforts to design and/or select and also use this tool or tools with the featured student.

**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 form you will need to submit your materials. A word-processing file of this form is 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.

You must have access to at least three students. Select a student with exceptional needs to feature in this entry. This student cannot be featured in any other entry (although the student may be included in a group video setting as long as he or she is only featured in one entry).

Students featured in Components 2 and 3 must be students with exceptional needs who have an IEP or IFSP and/or have been identified as gifted.

## Selecting Question and Assessment Tool(s) Documents

Demonstrate your ability to investigate a featured student's learning or behavior need by formulating a meaningful question directly related to the student's need and using an assessment tool or tools to foster the student's growth and development.

### Selecting a Student

Select a student with exceptional needs to feature in this entry. The featured student in Component 2 must have an IEP or IFSP and/or has been identified as gifted. This student cannot be featured in any other entry. This student must be one for whom you are able to formulate a specific and targeted meaningful, challenging question; design and/or select and use an assessment tool to further inform your instruction; and then instruct the student using this additional assessment information.

The featured student must be enrolled in a rostered class and/or caseload during the regular school day and year, not an after-school or summer-school program. Note that to complete your portfolio component, you must have access to students with exceptional needs who are 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.**

Candidates applying for certification in the Exceptional Needs Specialist certificate area must select a specialty area when applying. The following path descriptions may help you determine the specialty area that best fits your teaching situation, keeping in mind that submitted component materials must feature students within the designated age range for your selected specialty.

Note for teachers selecting Deaf/Hard of Hearing, Early Childhood, and Visual Impairments Specialties. While the National Board Standards range from birth to 21+, when selecting your featured student(s), keep in mind that infants and toddlers may not offer the best opportunity to demonstrate evidence of accomplished teaching standards. Instructions require candidates to demonstrate teaching practice in a classroom or educational setting. To that end, it's permissible to work with a colleague to guest teach a lesson or unit in their classroom for Components 2, 3, and 4.

## ENS Specialties:

**Deaf/Hard of Hearing (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with any degree of hearing loss, from mild unilateral to profound bilateral loss, in self-contained to home or generic education environments, and via multiple languages and communication modes.

**Early Childhood (birth to 8 years).** Teachers in this path work with students from birth to 8 years of age with special needs. These teachers may serve families with children who have special needs in a family-centered approach to early intervention, children who are at risk for special needs, and children with a wide range of special needs.

**Gifted and Talented (3 to 18+ years).** Teachers in this path work with students with gifts and talents from 3 to 18+ years of age.

**Mild/Moderate Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with mild to moderate cognitive disabilities. The students served by these teachers may have learning disabilities, mild to moderate intellectual disability, attention deficit disorders, developmental delays, autism, emotional disturbance, behavioral disorders, or health impairments.

**Severe and Multiple Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with a range of cognitive abilities, often accompanied by sensory, physical, emotional, and/or health impairments. The students served by these teachers may have severe or profound intellectual disability, traumatic brain injury, uncontrolled seizure disorders, dual sensory impairments, autism, neurological impairments, physical impairments, and/or health impairments.

**Visual Impairments (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with visual impairment. The students served by these teachers may have low vision or severe to total visual impairment.

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 a Question Document

Submit one meaningful and challenging question document that provides evidence of your ability to formulate your question about the student's development, behavior, or learning. A question document may include student work and your analysis, transcripts of conversations with family members or colleagues, records of observation data, or other sources of information about your student.

## Designing or Selecting an Assessment Tool(s) Document

Submit an assessment tool(s) document that you designed and/or selected and used that furthers your knowledge about this featured student. This tool must assist you in answering the question you formulated above.

## How to Format and Submit Your Question and Assessment Tool(s) Documents

Documents must be represented by appropriate materials, such as an assessment tool or tools you selected and/or designed, a student's work, or the results of an observation. These documents must be referred to in your Written Commentary.

- Submit no more than **6 pages** total for the question document and the assessment tool(s) document combined. The page total for each document may be determined by you as long as the combined total does not exceed 6 pages. Additional pages will not be scored. No materials will be returned.
- Pages must be formatted to be 8.5" × 11".
- Insert a description, scanned drawing, or digitized image or photograph if the material is software or three-dimensional.
- If your artifacts are in Braille, you must provide translations of the materials. Translations do not count toward the page total.
- Be sure that your documents 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 document.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for file types acceptable for submission.

## Composing Written Commentary

In this entry, you submit a Written Commentary that provides an analysis and a context for your instructional choices.

### 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. **Student Profile**
  2. **Discussion of One Question**
  3. **Discussion of Assessment Tool(s)**
  4. **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 13 pages**. If you submit a longer document, only the first 13 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. Student Profile (Suggested length: 3 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 student:

- *What is the context in which you are providing instruction to the featured student?* Briefly describe the instructional setting or settings in which your instruction takes place. Include the type of class, the age range of all of the students, and the primary language of instruction. Also describe your role, the extent of your contact with the featured student, and any other contextual information that is relevant.
- *Who is the student with exceptional needs that you have chosen to feature?* Describe briefly some essential background information (e.g., student's age, gender, grade, exceptionality). Discuss why you chose this student to feature.
- *Who is the student as a learner?* Discuss the student's cognitive, social, emotional, behavioral, physical, and communicative development. Discuss the student's development and learning in these areas in the context of his or her academic and/or functional abilities.
- *What understanding did you gain from your collaborative partnerships with the student's family and others?* Describe the nature of the collaborative relationships you established. Discuss how these understandings deepened your knowledge of the student as a learner and influenced your advocacy efforts on the student's behalf.

#### 2. Discussion of One Question (Suggested length: 2 pages)

In this section, address the following questions:

- *How does the student's exceptionality affect his or her learning and/or behavior?* Include descriptions of strengths, interests, and talents as well as those areas that pose a challenge to the student.
- *What question have you formulated related to your work with this student? Why is this an important question? How may the featured student benefit when you are able to answer this meaningful, challenging question?*
- *What process did you undertake to formulate this question? Did a specific event or set of circumstances encourage the formation of this question? Have circumstances in the environment of this student been recently altered? Mention input from the student or family members.*

### 3. Discussion of Assessment Tool(s) (Suggested length: 5 pages)

In this section, address the following questions:

- *What assessment tool(s) did you choose to further your knowledge of this student's specific and targeted need? Discuss why this tool or tools was chosen in your effort to investigate this student's need.*
- *How did your individual research and collaboration with others contribute to the selection of this assessment tool or tools? What process was used for collaboration? Describe information gained from specific sources.*
- *What insights and information did you gain from using this assessment tool or tools? Describe new knowledge you have as a result of this assessment. Describe how this knowledge will inform your instruction of this student. Refer to each assessment tool and discuss how it assisted you in goal planning and instruction for this featured student and others in your class.*
- *What new and/or additional goals have you made for this student as a result of using the assessment tool or tools? How will these new goals enhance the student's growth and development? What effect could these goals and your further instruction have on his or her future learning?*
- *What area of instruction has been most informed by your use of this assessment tool or tools? Describe new information you now have about that area of instruction related to the featured student. Discuss the student's response to instruction you provided.*

### 4. Reflection (Suggested length: 3 pages)

In this section, address the following questions:

- *As you reflect on your teaching and work with this featured student, what have you learned about your practice? Describe how investigating a student need, posing a specific and targeted question, selecting and/or designing and using an assessment tool or tools, developing and/or modifying goals, and planning and implementing instruction based on that assessment have informed your practice. Be specific and discuss your insights in terms of your future work with this student and others in your class.*
- *How do you ensure fairness, equity, and access for this student and others in your class? Describe a specific example from this instruction of your efforts to ensure fairness, equity, and access for the featured student and others in your class.*
- *As you reflect on your work with this featured student, what have you learned about the links between assessment and instruction? Discuss how this learning will influence the way you integrate assessment and instruction in the future. Discuss your plans for future instruction with this student.*
- *What new insights did you gain about assessment in general? How useful is assessment of exceptional needs students? How may it impact the student, family, community, and educators?*

## 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. The Contextual Information Sheet is available as a word-processing file 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 Childhood through Young Adulthood/Exceptional Needs Specialist 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 13 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>Question Document</b>	doc, docx, odt, or pdf	1	<b>No more than 6 pages</b> for question and assessment tool(s) combined	Submit a question document that includes the document on which you write the question you have formulated. It may include student work and your analysis, transcript of conversations with family members and colleagues, records of observation data, or other sources of information about the student that led you to formulate this question.
<b>Assessment Tool(s) Document</b>	doc, docx, odt, or pdf	1	<b>No more than 6 pages</b> for question and assessment tool(s) combined	Submit an assessment tool(s) document that you designed and/or selected and used that furthers your knowledge about this featured student. This tool must assist you in answering the question you formulated.

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 the Contextual Information Sheet required for Component 2. You must download the word-processing file available at [\*\*www.nbpts.org/national-board-certification/candidate-center\*\*](http://www.nbpts.org/national-board-certification/candidate-center), fill out the form electronically, and then upload the electronic file or scanned image to the electronic portfolio management system.

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).

## ECYA/Exceptional Needs Specialist 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:

- In this component, you are asked to provide specific information about a student 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.**

[ ]

# Scoring Rubric for ECYA/Exceptional Needs Specialist Component 2

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## Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.

### The Level 4 performance provides *clear, consistent, and convincing* evidence:

- that the teacher has a deep and holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates strong, in-depth knowledge of special education and rich content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The learning environment is effective and engaging.
- of the teacher's ability to accurately and fully identify and understand the featured student's need.
- that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The teacher accurately selects and/or designs and uses an assessment tool(s) that addresses the specific need of the featured student.
- of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on the student's strengths to further his or her development and learning. The teacher develops learning goals that are worthwhile and meaningful and that reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge. The teacher accurately analyzes the student's responses to instruction to deepen his or her understanding of the student as a learner and to assess his or her own practice.
- that the teacher is a skillful observer who can analyze his or her own observation of student achievement to adjust and refine assessment and teaching approaches and practices. The teacher demonstrates insightful and pervasive reflection in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning.

Overall, the Level 4 performance provides *clear, consistent, and convincing* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.

### Level 3

The **LEVEL 3** performance provides *clear* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.

#### The Level 3 performance provides *clear* evidence:

- that the teacher has a holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates clear knowledge of special education and rich content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The learning environment is effective and engaging.
- of the teacher's ability to accurately identify and understand the featured student's need.
- that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The teacher accurately selects and/or designs and uses an assessment tool(s) that addresses the specific need of the featured student.
- of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on the student's strengths to further his or her development and learning. The teacher develops learning goals that are worthwhile and meaningful and that reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge. The teacher accurately analyzes the student's responses to instruction in order to deepen his or her understanding of the student as a learner and to assess his or her own practice.
- that the teacher is a skillful observer who can analyze his or her observation of student achievement to adjust and refine his or her assessment and teaching approaches and practices. The teacher demonstrates insightful reflection in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning.

The Level 3 performance may show imbalance or unevenness in the analysis or reflection presented. One part of the response may be more indicative of accomplished practice than another, but overall there is *clear* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.

## Level 2

The **LEVEL 2** performance provides *limited* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.

### The Level 2 performance provides *limited* evidence:

- that the teacher has a deep and holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates limited knowledge of special education and weak content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The teacher demonstrates minimal ability to accurately identify and understand the featured student's need.
- that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The question may be inappropriate for that student at that time or may be vague or confusing.
- that the teacher can select and/or design and use an assessment tool(s) that addresses the specific need of the featured student. The tool may not be appropriate for that student, or it may be appropriate but not used correctly.
- of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on student's strengths to further his or her development and learning. There may not be instruction at all, or it may be vague or confusing. The learning goals that are developed may not be worthwhile and meaningful and may not reflect high expectations for the student using deep knowledge of the student, assessment information, and sound content knowledge; or they may be superficial or partly missing. The teacher does not accurately analyze the student's responses to instruction to deepen his or her understanding of the student as a learner and to assess his or her practice.
- that the teacher is a skillful observer who can analyze his or her own observation of student achievement to adjust and refine his or her assessment and teaching approaches and practices. The teacher demonstrates limited reflection in order to expand his or her ability as a teacher of students with special needs and to promote the student's development and learning. The reflection may be unfocused or vague.

A Level 2 performance might be characterized by evidence that hints at accomplished practice, but overall there is *limited* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction that will further student development and learning.

### The Level 1 performance provides *little or no* evidence:

- that the teacher has a deep and holistic knowledge of the student, which includes an understanding that the student's experiences, his or her relationships, and the environments in which he or she participates influence the impact that the disability has on the student's development and learning. The teacher demonstrates little or no knowledge of special education or of content knowledge in the area selected for this entry.
- that the teacher fosters an equitable, accessible, and fair learning environment in which students are encouraged to participate. The teacher demonstrates little or no ability to accurately identify and understand the featured student's need.
- that the teacher has formulated a meaningful question specifically related to the identified and targeted need of the featured student. The question is vague, trivial, or even missing. The teacher does not accurately select and/or design and use an assessment tool(s) that addresses the specific need of the featured student. The tool may not address the needs of the student at all, or it may not be useful to gather the needed information about the student.
- of the teacher's ability to analyze and apply the information from the assessment tool(s) and other sources to develop and implement effective instructional approaches that build on the student's strengths to further his or her development and learning. The learning goals may not be worthwhile and meaningful; or they may be missing, confusing, or not appropriate for the featured student. The teacher does not accurately analyze the student's responses to instruction to deepen his or her understanding of the student as a learner and to assess his or her own practice. The analysis may even be missing.
- that the teacher is a skillful observer who can analyze his or her own observation of student achievement in order to adjust and refine his or her assessment and teaching approaches and practices. The reflection is superficial, vague, confusing, or absent.

Overall, this performance provides *little or no* evidence of the teacher's ability to use deep and holistic knowledge of special education; an understanding of the student in the context of his or her own home, school, and community; and assessment information to inform instruction which will further student development and learning.

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## Component 3



*Early Childhood Through  
Young Adulthood/  
Exceptional Needs Specialist*

**Component 3:  
Teaching Practice  
and Learning  
Environment**

**PORTFOLIO INSTRUCTIONS  
AND SCORING RUBRIC**

**NATIONAL BOARD**  
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## Overview

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This document provides information about the Early Childhood Through Young Adulthood/Exceptional Needs Specialist (ECYA/Exceptional Needs Specialist) 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.

### ECYA/Exceptional Needs Specialist Component 3 Portfolio Entry

In the ECYA/Exceptional Needs Specialist 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.

### ECYA/Exceptional Needs Specialist 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 Exceptional Needs Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Students
- III. Diversity
- VII. Social Development and Behavior
- VIII. Curriculum and Instruction
- IX. Learning Environment

## X. Instructional Resources

## XII. Reflective Practice

For the complete Exceptional Needs Standards, refer to **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 3](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for ECYA/Exceptional Needs Specialist Component 3](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 3

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This section contains the directions for developing and submitting the Component 3 ECYA/Exceptional Needs Specialist 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 implement research- and evidence-based strategies and practices to meet the academic and/or social-emotional needs of your students. Each of the two videos you submit should show you and your students engaged in a topic, skill, concept, or text that is directly related to your students' learning or social-emotional goal(s).

Identify two lessons from different instructional units 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 knowledge in content-specific pedagogy and research- and evidence-based strategies and practices to design instruction that supports student learning. Additionally, each lesson (and related video submission) must provide specific evidence of established practices that create a caring, stimulating, and safe environment where students assume responsibility for learning, work collaboratively, show willingness to take risks, and develop self-confidence. Any of the varied instructional arrangements commonly encountered by the teacher of students with exceptional needs is acceptable (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation). Students featured in Component 3 must be students with exceptional needs who have an IEP or IFSP and/or have been identified as gifted.

In this entry, you

- provide an overview of your entire entry, with your rationales for including the two videos to illustrate your instruction of students with exceptional needs;
- describe the learning goals identified for your students and demonstrate instructional planning appropriate to the students' needs, content, and context for two lessons from different instructional units;
- show at least two different instructional formats and demonstrate at least two different research- and evidence-based strategies and practices that you use to effectively teach the learning goals;
- provide your analysis of your students' growth and development as evidenced by the video entries and your reflection on the questions related to the lesson.

## 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 or group featured in each video:
  - social and physical context (e.g., available resources such as technology, scheduling of classes, room allocation—own or shared space; resource room/special class setting; inclusion type, such as co-teaching, push-in, parallel teach; physical accommodations and/or classroom modifications made for the purpose of providing ease of access for students with exceptional needs).
  - state and/or district mandates
  - student demographics of the class or group 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, please 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, including Alternative Communication Modes.** 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., instructional materials) in Braille or 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 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. Include the transcript 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 transcription do not count toward your page totals.

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 us using the National Board [web form](#), located on the [Contact Us](#) page of the National Board website.

If you do not include a translation, transcription, or explanation, Braille or 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/transcriptions/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' needs, abilities, backgrounds, and interests and your knowledge of the students' specialized learning goals 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 for this class or group? Which, if any, of these long-term instructional goals will be practiced and/or applied throughout the content areas? Why are these goals appropriate for these students?*
  - *How do the instructional goals for this particular lesson fit into your long-term goals for this group of students?*
  - *What is your rationale for choosing the instructional format that you used to meet the goals of this lesson? Describe any special accommodations or modifications that you made in planning this lesson to meet the needs of all students.*
  - *What are your reasons for selecting the materials or resources you used? Describe any special accommodations or modifications that you made in the selected materials in order to meet the needs of all students.*

### 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 students/student or different students/student.
- 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.
- Students featured in Component 3 must be students with exceptional needs who have an IEP or IFSP and/or have been identified as gifted.

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 demonstrate research- and evidence-based instructional practices.

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, Group, or Individual for Each Video

Choose the class, group, or individual to feature in each of your video recordings. If you work with a class that has both students with and without IEPs/IFSPs, you may select that class for a video, but any featured students must be students with IEPs or IFSPs. The featured class must be a rostered class or the students must be enrolled in a rostered class and/or caseload during the regular school day and year, not an after-school or summer-school program. Note that to complete your portfolio component, you must have access to students with exceptional needs who are 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.**

Candidates applying for certification in the Exceptional Needs Specialist certificate area must select a specialty area when applying. The following path descriptions may help you determine the specialty area that best fits your teaching situation, keeping in mind that submitted component materials must feature students within the designated age range for your selected specialty.

Note for teachers selecting Deaf/Hard of Hearing, Early Childhood, and Visual Impairments Specialties. While the National Board Standards range from birth to 21+, when selecting your featured student(s), keep in mind that infants and toddlers may not offer the best opportunity to demonstrate evidence of accomplished teaching standards. Instructions require candidates to demonstrate teaching practice in a classroom or educational setting. To that end, it's permissible to work with a colleague to guest teach a lesson or unit in their classroom for Components 2, 3, and 4.

ENS Specialties:

- **Deaf/Hard of Hearing (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with any degree of hearing loss, from mild unilateral to profound bilateral loss, in self-contained to home or generic education environments, and via multiple languages and communication modes.
- **Early Childhood (birth to 8 years).** Teachers in this path work with students from birth to 8 years of age with special needs. These teachers may serve families with children who have special needs in a family-centered approach to early intervention,

children who are at risk for special needs, and children with a wide range of special needs.

- **Gifted and Talented (3 to 18+ years).** Teachers in this path work with students with gifts and talents from 3 to 18+ years of age.
- **Mild/Moderate Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with mild to moderate cognitive disabilities. The students served by these teachers may have learning disabilities, mild to moderate intellectual disability, attention deficit disorders, developmental delays, autism, emotional disturbance, behavioral disorders, or health impairments.
- **Severe and Multiple Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with a range of cognitive abilities, often accompanied by sensory, physical, emotional, and/or health impairments. The students served by these teachers may have severe or profound intellectual disability, traumatic brain injury, uncontrolled seizure disorders, dual sensory impairments, autism, neurological impairments, physical impairments, and/or health impairments.
- **Visual Impairments (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with visual impairment. The students served by these teachers may have low vision or severe to total visual impairment.

For ECYA/Exceptional Needs Specialist candidates, if you feature individual students in this entry, they cannot be the same individuals featured in other portfolio components. However, students featured in other entries may be included in a class or group video setting for Component 3.

Since your response will be considered on the basis of how you support the education of exceptional learners, the class or group 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 activities specifically designed to address the students' learning goals. The lesson should show how you integrate students' specialized learning needs with the goals and objectives of the curriculum, including providing scaffolding of skills and opportunities for incremental growth. 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 activities and collaboration.

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 Exceptional Needs Standards, to which you should refer for full guidance.

- Learning Environment
  - Establish a supportive and purposeful learning environment.
  - Promote active learning, expose students to a variety of challenges, and value diverse perspectives and insights structured to build students' self-efficacy.
  - Provide structure, procedures, and routines with clear expectations and that are productive, safe, and predictable.
  - Set clear expectations for behavior and uphold these expectations fairly and consistently.
- Student Engagement
  - Foster the active engagement of students with the teacher and each other in sharing ideas and communicating purposefully.
  - Integrate instructional materials (including assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
  - Create realistic, age- and developmentally appropriate activities that embody real-world applications.
- Instruction
  - Integrate activities that are connected to learning goals; sequence and structure (scaffold) instruction so that students can achieve the goals.
  - Apply knowledge of research- and evidence-based instruction to anchor new learning and concept development.
  - Provide clear connections for students to real-world applications, content areas, or social-skills domains.

- Facilitate the inquiry process for students by delineating developmentally appropriate pathways for investigation and modeling the inquiry process.
- Monitor and evaluate student learning, make instructional adjustments as part of an ongoing process of assessment, and provide specific and focused 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 recordings 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 or transcription that includes your candidate ID and any necessary student identifiers (but not students' names). Include the translation/transcription at the end

of the file with your Written Commentary. Your translation/transcription does not count toward your page totals. If your video contains extensive manual language, notify National Board in writing that your portfolio component requires interpreter services. Use the National Board [web form](#), located on the [Contact Us](#) page of the National Board website.

- 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?*
- *What additional plans could you make to provide opportunities for your students to generalize the skills and/or knowledge taught in this lesson across the content areas or social-skills domains?*

## 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.

ECYA/Exceptional Needs Specialist 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 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.

[ ]

# Scoring Rubric for ECYA/Exceptional Needs Specialist 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, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

### **The Level 4 performance provides *clear, consistent, and convincing* evidence:**

- that the teacher creates a supportive and purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.
- that the teacher provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations fairly and consistently.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides specific and focused constructive feedback to students.
- that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
- that the teacher draws on detailed knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting research- and evidence-based instructional strategies, approaches, and resources that support the students' attainment of these goals.
- that the teacher creates realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.
- 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, and challenging environment that fosters the active engagement of students with the teacher and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

## Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and applies knowledge of research- and evidence-based instruction, and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

### **The Level 3 performance provides *clear* evidence:**

- that the teacher creates a supportive and purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.
- that the teacher adequately provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations fairly and consistently.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular constructive feedback to students.
- that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting research- and evidence-based instructional strategies, approaches, and resources that support the students' attainment of these goals.  
that the teacher creates sufficiently realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.
- 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, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

## Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

### **The Level 2 performance provides *limited* evidence:**

- that the teacher creates a supportive or purposeful student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.
- that the teacher provides structure, procedures, and routines that are productive, safe, and predictable, and sets clear expectations for behavior and upholds those expectations.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular feedback to students.
- that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting instructional strategies, approaches, and resources that support the students' attainment of these goals.
- that the teacher competently creates realistic, age- and developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, while providing clear connections for students to real-world applications, content areas, or social-skills domains.
- 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, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

## Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher is able to establish a safe, fair, equitable, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

### **The Level 1 performance provides *little or no* evidence:**

- that the teacher creates a supportive student-centered learning environment based on trust and mutual respect, facilitates the inquiry process, and equips students with skills that support assuming responsibility for their learning, working collaboratively, showing willingness to take risks, and developing self-confidence.
- that the teacher usually provides structure, procedures, and routines that are productive, safe, and predictable, or sets clear expectations for behavior and upholds those expectations.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular feedback to students.
- that the teacher applies knowledge of research- and evidence-based instruction to anchor new learning and concept development, and integrates instructional materials (including assistive technology) to provide pathways for learning, communication, independence, and generalization of skills and knowledge.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests in identifying high, meaningful, and measurable lesson goals and in selecting instructional strategies, approaches, and resources that support the students' attainment of these goals.
- that the teacher creates realistic, age- or developmentally appropriate activities that embody real-world applications and integrates activities that are connected to learning goals, or provides clear connections for students to real-world applications, content areas, or social-skills domains.
- that the teacher communicates 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, and challenging environment that fosters the active engagement of students and where students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.

**Produced for**

**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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## 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.

[ ]

## 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).  
[ ]



## Component 4



*Early Childhood Through  
Young Adulthood/  
Exceptional Needs Specialist*

**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 Childhood Through Young Adulthood/Exceptional Needs Specialist (ECYA/Exceptional Needs Specialist) 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.

### ECYA/Exceptional Needs Specialist Component 4 Portfolio Entry

In the ECYA/Exceptional Needs Specialist 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 Exceptional Needs Specialist, 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 work with a class that has both students with and without IEPs or IFSPs, you may select that class for this portfolio entry, but the student self-assessments you submit must be from students with IEPs or IFSPs. 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.

### **ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Students
- III. Diversity
- IV. Family Partnerships
- V. Assessment
- VIII. Curriculum and Instruction
- XI. Contributing to the Profession and to Education through Collaboration
- XII. Reflective Practice

For the complete ECYA/Exceptional Needs Specialist Standards, refer to **[www.nbpts.org/national-board-certification/candidate-center](http://www.nbpts.org/national-board-certification/candidate-center)**.

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 4](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for ECYA/Exceptional Needs Specialist Component 4](#)," which provides the scoring rubric used to assess your work.

### Portfolio Instructions

The ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist Component 4

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This section contains the directions for developing and submitting the Component 4 ECYA/Exceptional Needs Specialist 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. The self-assessments must come from 3 different students with IEPs or IFSPs.
  - 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, including Alternative Communication Modes.**

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 Braille or 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, Braille or 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 Exceptional Needs Specialists, this may be a whole class or another configuration appropriate for your professional situation. If you teach a whole class, you **must** feature your entire class. If you work with a class that has both students with and without IEPs or IFSPs you may select that class for the group profile, but the student self-

assessments you submit must be from students with IEPs or IFSPs. 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 and/or caseload 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.

Candidates applying for certification in the Exceptional Needs Specialist certificate area must select a specialty area when applying. The following path descriptions may help you determine the specialty area that best fits your teaching situation, keeping in mind that submitted component materials must feature students within the designated age range for your selected specialty.

Note for teachers selecting Deaf/Hard of Hearing, Early Childhood, and Visual Impairments Specialties. While the National Board Standards range from birth to 21+, when selecting your featured student(s), keep in mind that infants and toddlers may not offer the best opportunity to demonstrate evidence of accomplished teaching standards. Instructions require candidates to demonstrate teaching practice in a classroom or educational setting. To that end, it's permissible to work with a colleague to guest teach a lesson or unit in their classroom for Components 2, 3, and 4.

ENS Specialties:

- **Deaf/Hard of Hearing (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with any degree of hearing loss, from mild unilateral to profound bilateral loss, in self-contained to home or generic education environments, and via multiple languages and communication modes.
- **Early Childhood (birth to 8 years).** Teachers in this path work with students from birth to 8 years of age with special needs. These teachers may serve families with children who have special needs in a family-centered approach to early intervention, children who are at risk for special needs, and children with a wide range of special needs.
- **Gifted and Talented (3 to 18+ years).** Teachers in this path work with students with gifts and talents from 3 to 18+ years of age.
- **Mild/Moderate Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with mild to moderate cognitive disabilities. The students served by these teachers may have learning disabilities, mild to moderate intellectual disability, attention deficit disorders, developmental delays, autism, emotional disturbance, behavioral disorders, or health impairments.
- **Severe and Multiple Disabilities (5 to 21+ years).** Teachers in this path work with students from 5 to 21+ years of age with a range of cognitive abilities, often accompanied by sensory, physical, emotional, and/or health impairments. The students served by these teachers may have severe or profound intellectual disability, traumatic brain injury, uncontrolled seizure disorders, dual sensory impairments, autism, neurological impairments, physical impairments, and/or health impairments.

- **Visual Impairments (birth to 21+ years).** Teachers in this path work with students from birth to 21+ years of age with visual impairment. The students served by these teachers may have low vision or severe to total visual impairment.

For the profile, the students must be your students during the current school year or have been within the 12 months preceding your submission. Exceptional Needs Specialist candidates must feature students with exceptional needs who have an IEP, IFSP and/or have been identified as gifted. 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 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. The assessments may address such topics as life or social skills, for example. They are not required to be academic or achievement assessments.

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 educator
- The submitted self-assessments must come from students with IEPs or IFSPs. While 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.
- If your materials are in Braille, you must provide translations of the materials. Translations do not count toward the 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. 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 of evidence 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.

ECYA/Exceptional Needs Specialist 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 ECYA/Exceptional Needs Specialist 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.
- 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 appropriate 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 support students' abilities to reflect on their own progress, 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.
- 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 appropriate 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.
- 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.
- applies the knowledge gathered about the group of students in planning instruction and assessment in a meaningful way. 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.

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**NATIONAL BOARD**

*for Professional Teaching Standards®*

**by**



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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.

[ ]



# Forms



NATIONAL BOARD

*for Professional Teaching Standards®*

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. 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.

1. 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.
2. 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® 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



Office of Certification  
and Professional Preparation  
Building 6, Suite 700  
1900 Kanawha Boulevard, East  
Charleston, WV 25305  
304-558-7010 01/09/2019

**Applicant Information Page for Reimbursements that Require Employment**

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			Are you currently employed by a West Virginia School System?		Do you currently hold a License to work in the public schools of West Virginia?	
College/University	Degree	Date	Yes	No	Yes	No
			If YES, please indicate the school system:		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.

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. \*

YES	NO	Documentation Attached

\* 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**