



National Board Certification Support

**Generalist
Early Childhood**

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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

*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

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

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 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

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 Note: You must purchase a component to be considered an active candidate and to prevent your registration from being withdrawn.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

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 If you do not purchase a component by February 28, your registration will be withdrawn.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

Important Dates and Deadlines

All dates and deadlines are subject to change.

The following chart is applicable to candidates submitting components for scoring during the 2019-20 assessment cycle.

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

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

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

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

Fields of Certification

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

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

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

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

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

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

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

Eligibility Prerequisites

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) 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. 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.

**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

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.

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 will 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"> • 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. • You can register again in a <i>different</i> certificate area without restriction. Refer to page 12 for the registration deadline.
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

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.

What Next?

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. 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

Register and begin the process

- Go to 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/
 - Review the ePortfolio tips, tools, and tutorials at 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/

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/.

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.

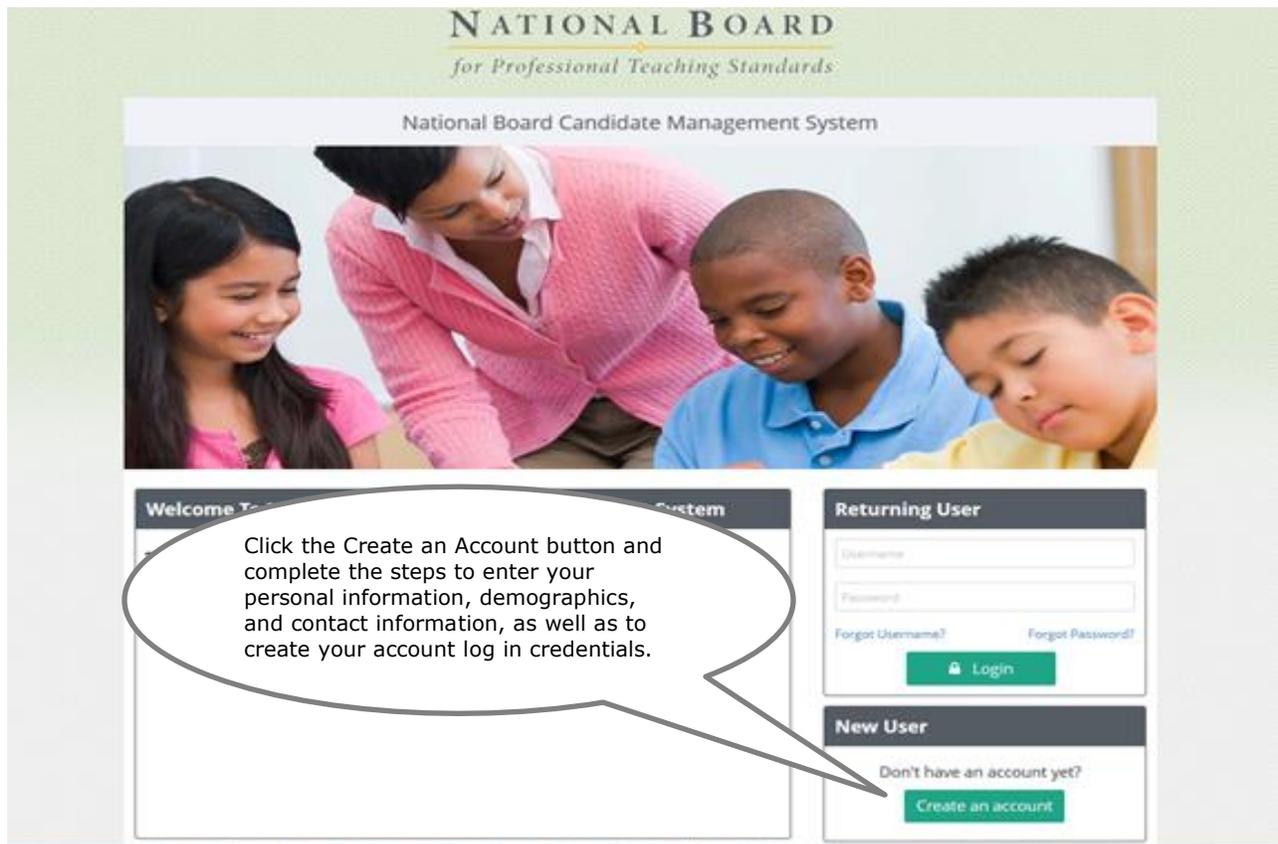
If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate.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

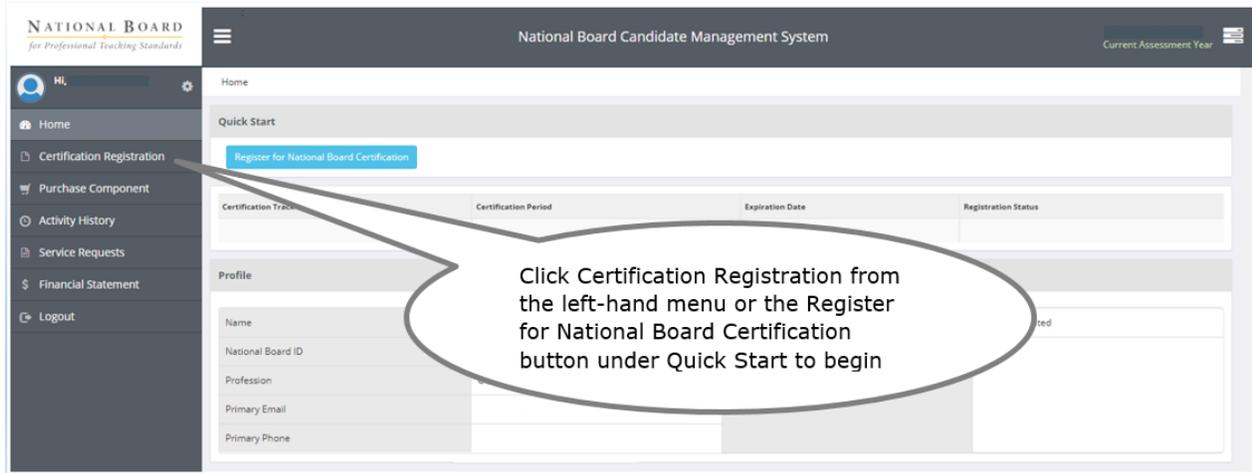
The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate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



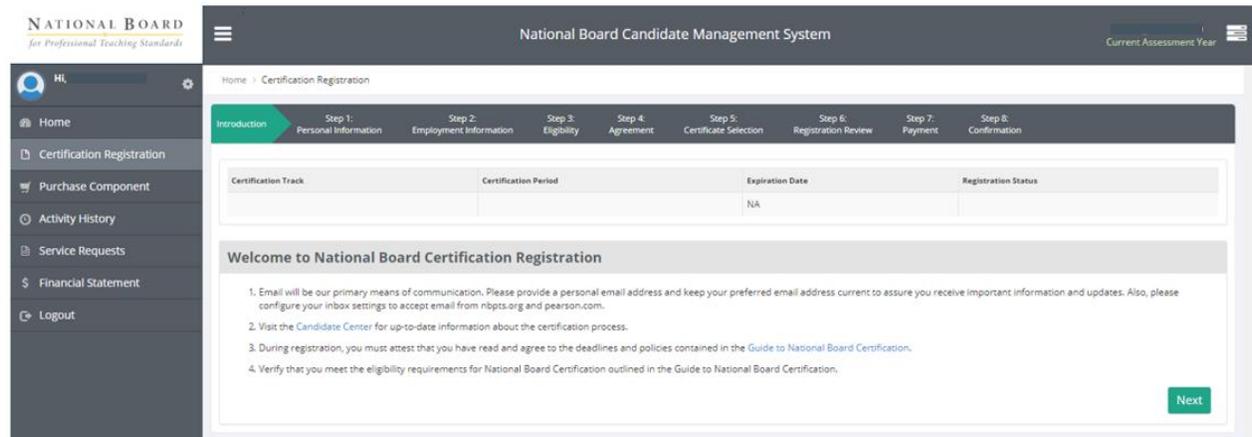
Register for National Board Certification

First-time Candidates

Log in to your account at www.nbptsorg/sign-in. 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/ 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

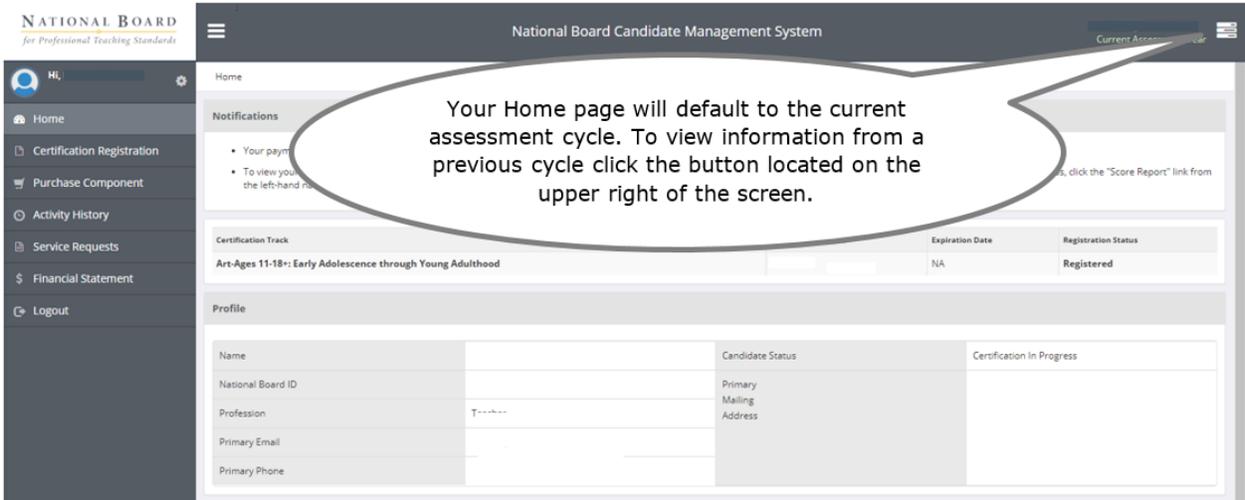
Upon payment of the Registration fee, you will be sent an email confirmation with receipt of payment. **Note: Additional steps are required to select and purchase your components.**

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. **Note: The option to retake a component will be available after score release of the cycle year in which it was originally completed.**

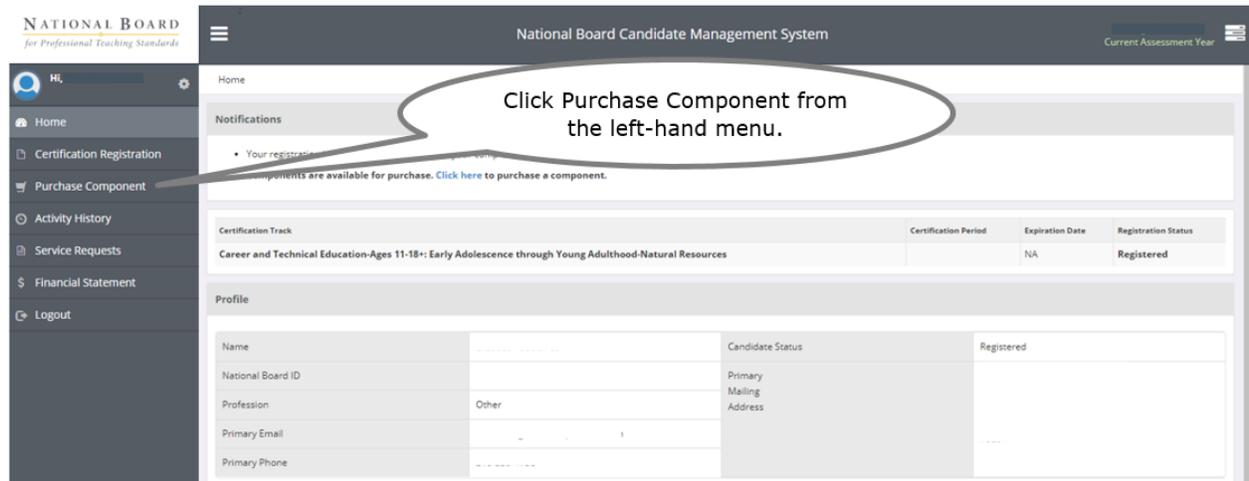
The \$75 nonrefundable and nontransferable Registration fee is required for each cycle in which you plan to purchase and submit components. In order to register for the current assessment cycle, you must first pay this fee. Note: If you are not planning to pursue components in the current assessment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

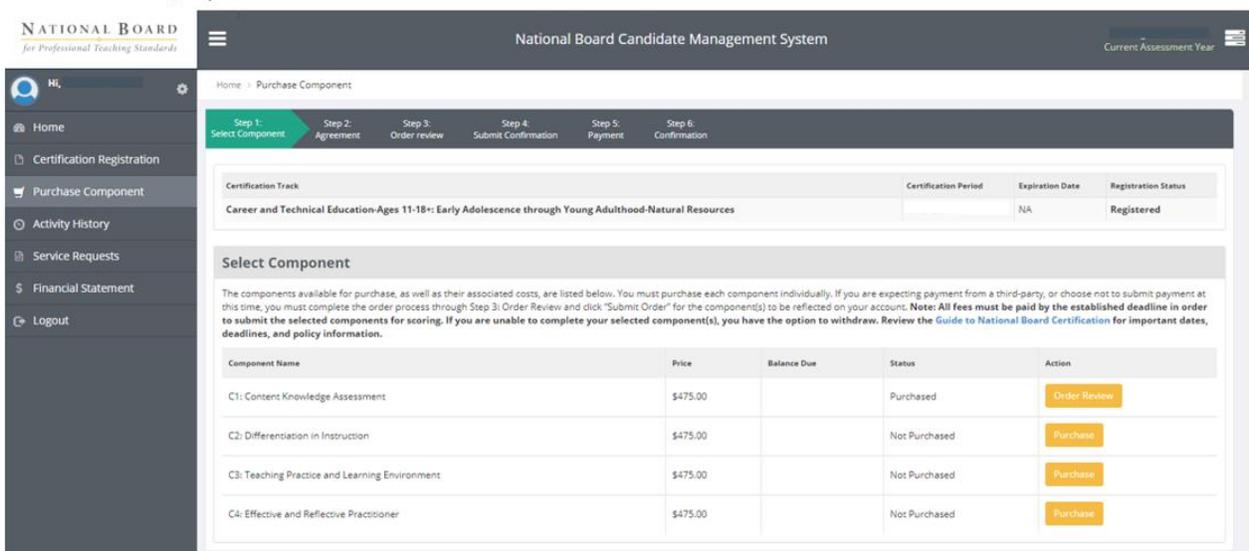


Select Components

Log in to your account at 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

Online Resources*

Access 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 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
for Professional Teaching Standards®

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Preparing for the Assessment

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.

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.

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 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) 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.

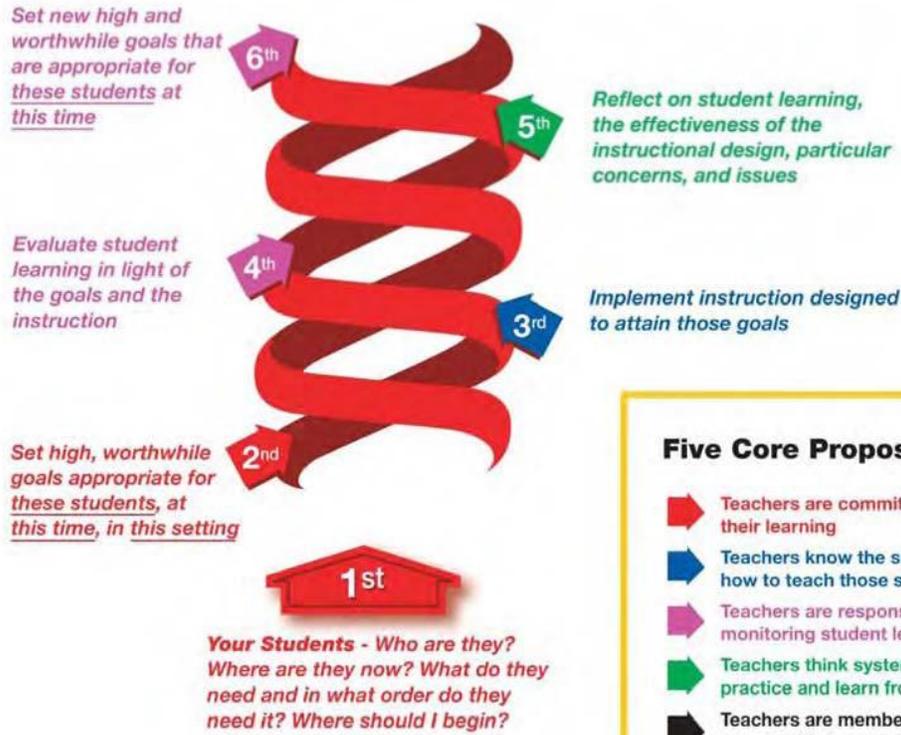
Sets of Standards are developed for each of the specific certificate areas, and each component of a certificate area is based on a subset of these Standards. When you begin to review each component of your certificate area, you will find that these groupings of Standards define and frame what will be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

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. 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.

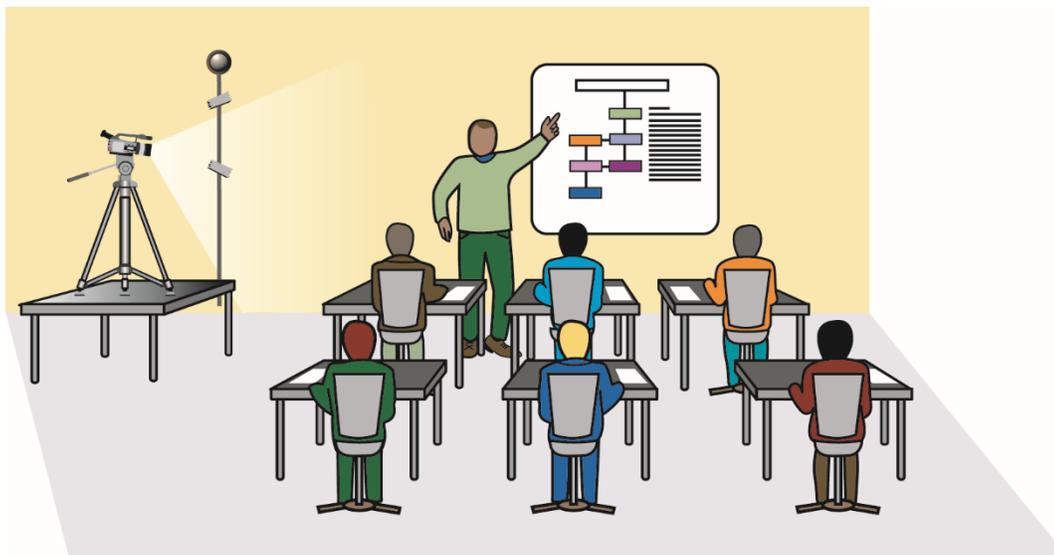
Whole-Class Video Recording

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 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 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. 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).

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, 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!
Class composition	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. (Note: For Exceptional Needs Specialist, Literacy: Reading–Language Arts, and School Counseling, this requirement varies; see <i>Choosing the Right Certificate</i> at www.nbpts.org/national-board-certification/candidate-center 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 will not be scorable and you will receive a code of NS on your score report.
Time period	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 will not be scorable and you will receive a code of NS on your score report.
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. 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.
Formatting and specifications	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!
Student work samples	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.	If you include the wrong Written Commentary with your student work samples, that Written Commentary will be used to score your portfolio component.
Video recordings	<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>For Music Component 2 only</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 any edits, only the portion prior to the first edit will be viewed and scored.</p>
Completeness of portfolio component	<p>Missing materials: 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>Electronic Submission at a Glance: 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>Extraneous material: 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!
Important forms	<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>
English translation	<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>Is your evidence complete and formatted correctly?</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>Did you play back your video to test the recording quality?</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>Did you answer the guiding questions and prompts in your commentaries?</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>Does your class meet the age and content requirements for the certificate area?</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. (Note: For Exceptional Needs Specialist, Literacy: Reading–Language Arts, and School Counseling, this requirement varies; see <i>Choosing the Right Certificate</i> at www.nbpts.org/national-board-certification/candidate-center 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>Have you ensured that you have not included any last names or copyrighted materials?</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

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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

for Professional Teaching Standards®

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Key Features of Electronic Submission

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) 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 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).
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

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).
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

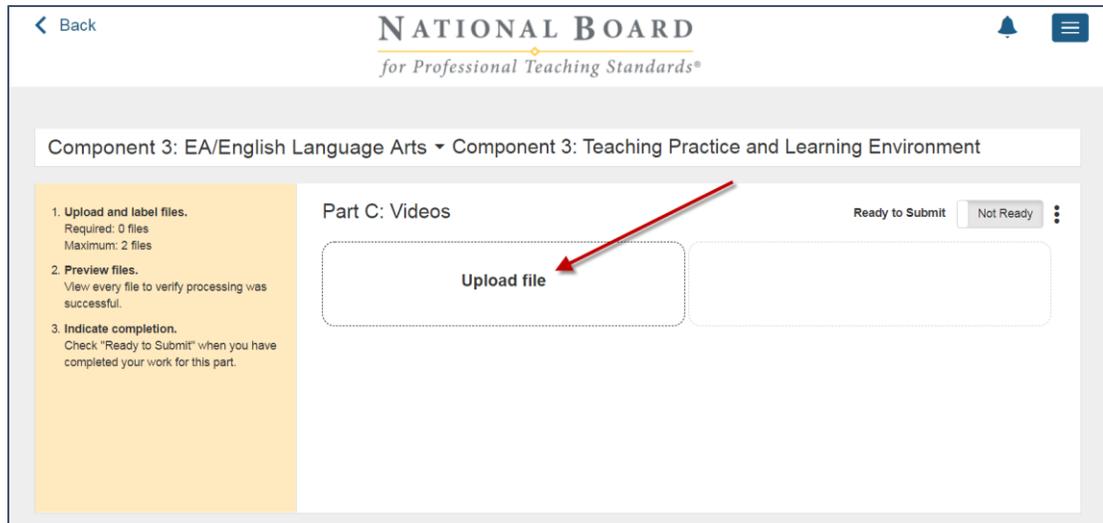
Note: The list of parts requiring labeling is subject to change in the future and is not applicable to renewal candidates or MOC pilot study participants.

Labeling Your Material

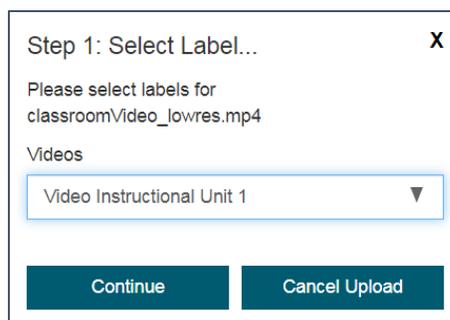
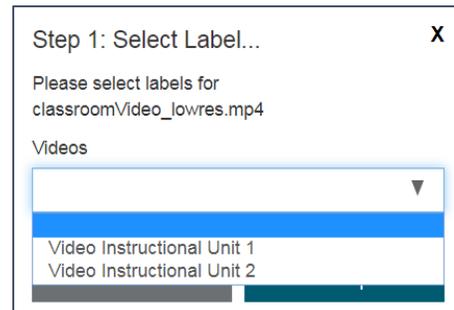
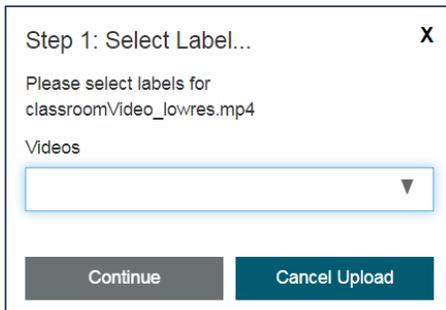
Each of the parts listed above requires multiple files to be uploaded. When you select a file to be uploaded for one of these parts, a "Select Label" box will display, which includes a dropdown menu. The labels available in the dropdown menu correspond to the required pieces of evidence for the part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

The sample screenshots below illustrate the steps for labeling files.

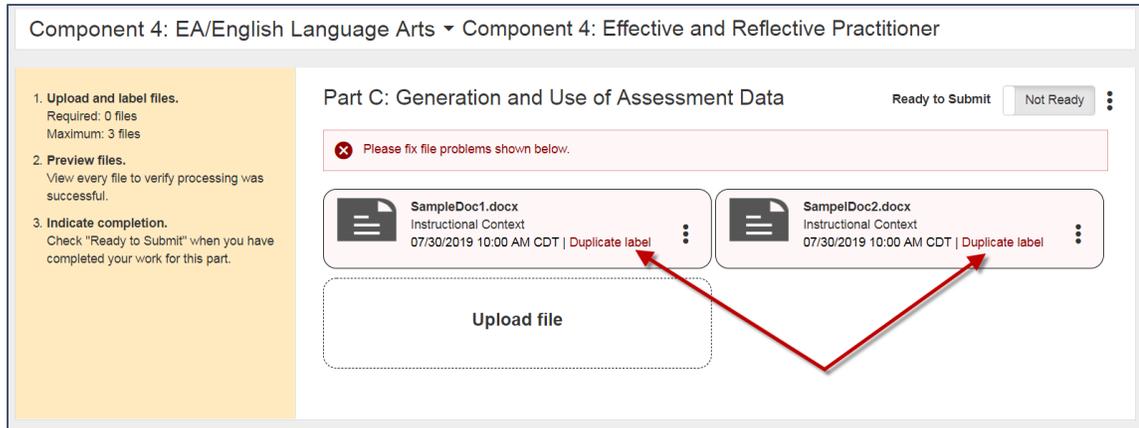
1. **Click** the “Upload File” button, and locate the file you wish to upload. Once you have selected a file to upload, a “Select Label” box will automatically display.



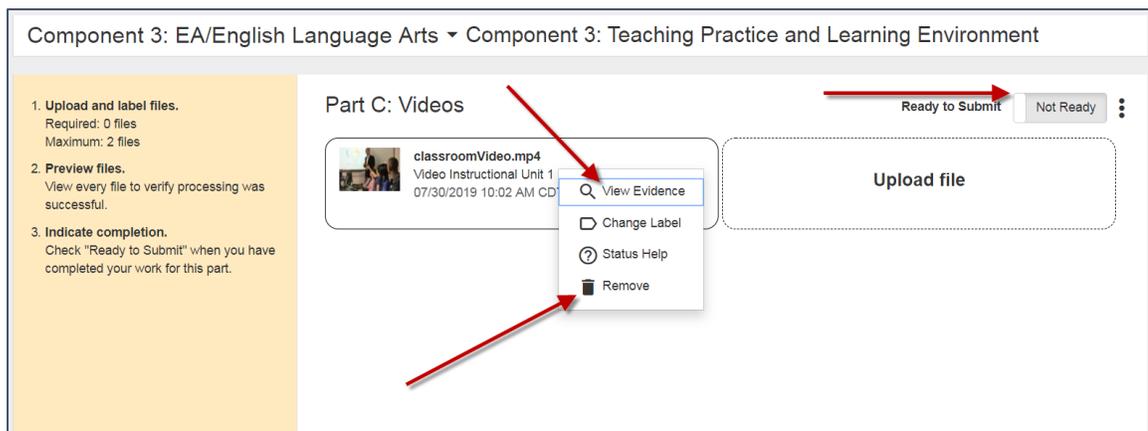
2. **Select** a label from the dropdown menu in the “Select Label” box, and **click** “Continue” to apply the label to your file.



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.



- 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

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

*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

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.
- **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.

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.

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

Release forms are available as PDF downloads from 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">  Component 1: Professional Context Sheet  Component 1: PGEs 1–4 (12 pages max. combined) each with associated product samples (8 pages max. combined) 	<ul style="list-style-type: none"> • Student Release Forms • Adult Release Forms
<ul style="list-style-type: none">  Component 2: Written Commentary (4 pages max.)  Component 2: Classroom Layout Forms(s)  Component 2: Video Recording Date Attestation Form (for videos not date-stamped)  Component 2: Video recording (10 minutes max.) 	
<ul style="list-style-type: none">  Component 3: Written Commentary (4 pages max.) <p>Choose one of these options:</p> <p>Option 1</p> <ul style="list-style-type: none">  Component 3: Video recording (6 minutes max.)  Component 3: Classroom Layout Forms(s) for Video Recording <p>Option 2</p> <ul style="list-style-type: none">  Component 3: Learner Work Samples (8 pages max; translations do not count towards page totals.) 	
<ul style="list-style-type: none">  Component 4: Written Reflection (3 pages max.) 	
<ul style="list-style-type: none">  Document. Submit as doc, docx, odt, or pdf file. 	

 Video recording. Submit as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file.

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by



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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/ 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/ 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.

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.

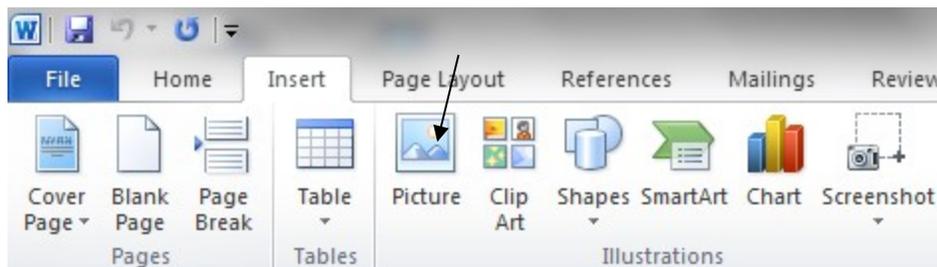
If you do not own a scanner or an all-in-one machine, consider using the services offered at your local library or office supply store.

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 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

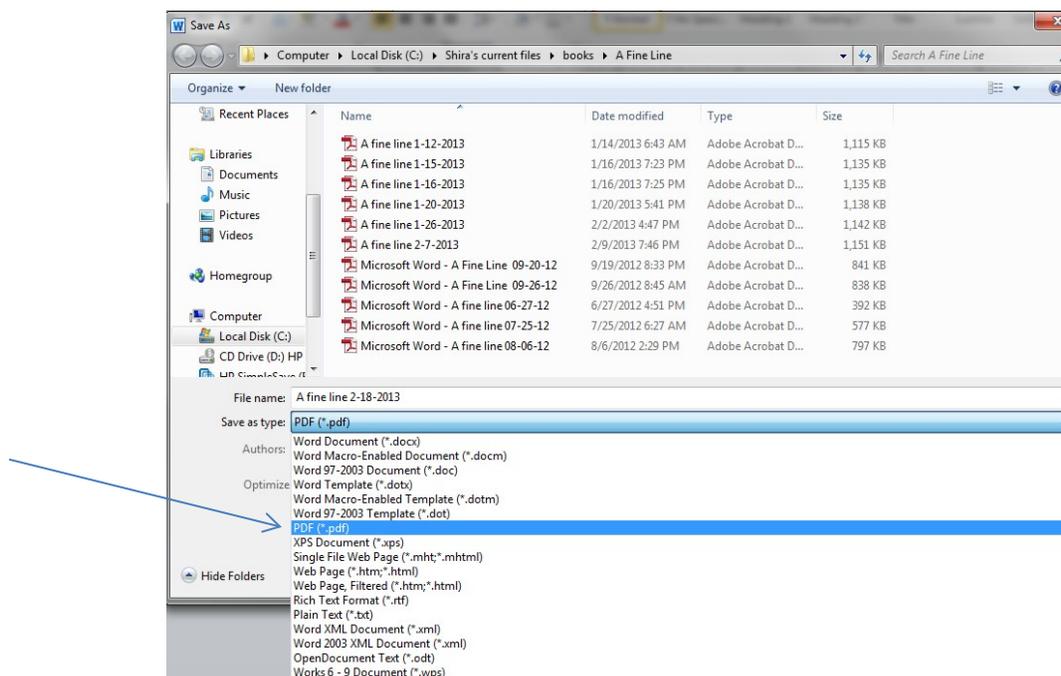
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

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

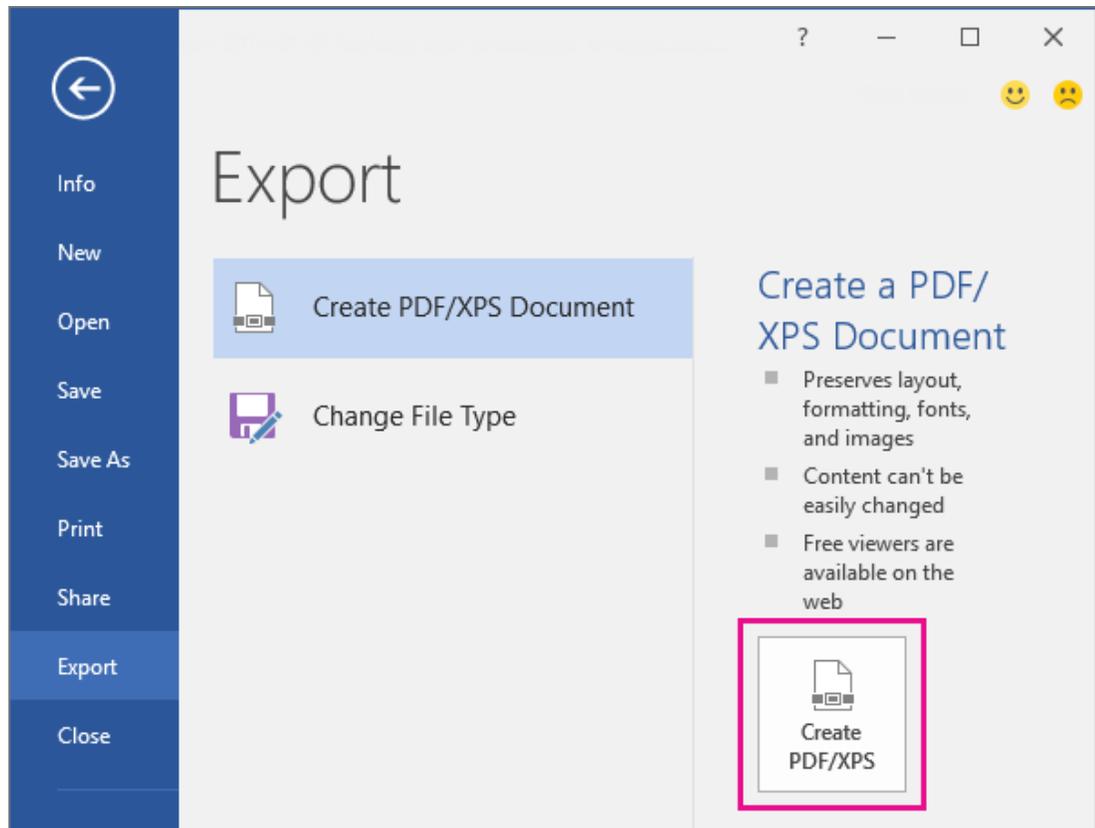
1. Open your Microsoft Word file and click “File” from the menu bar and select the “Save As” option.
2. Click the “Save as type” drop-down menu and scroll down to select “PDF (*.pdf).”



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.

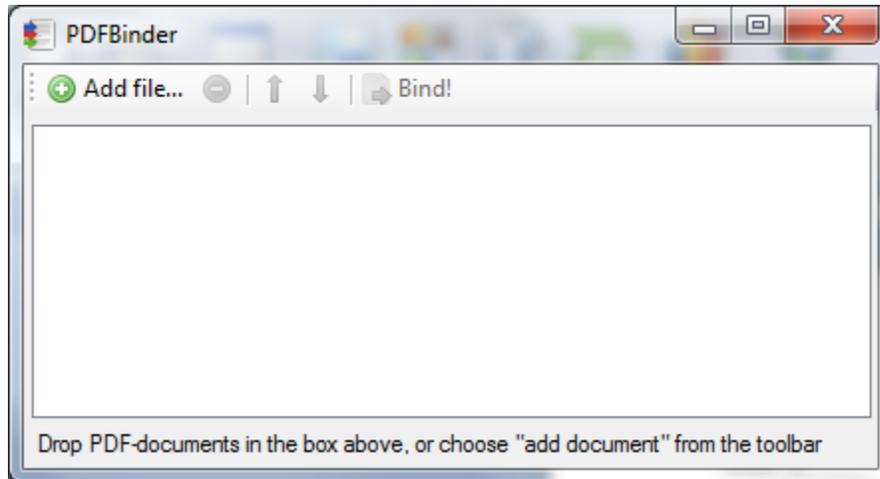
Follow these instructions to download and run this free software tool:

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.

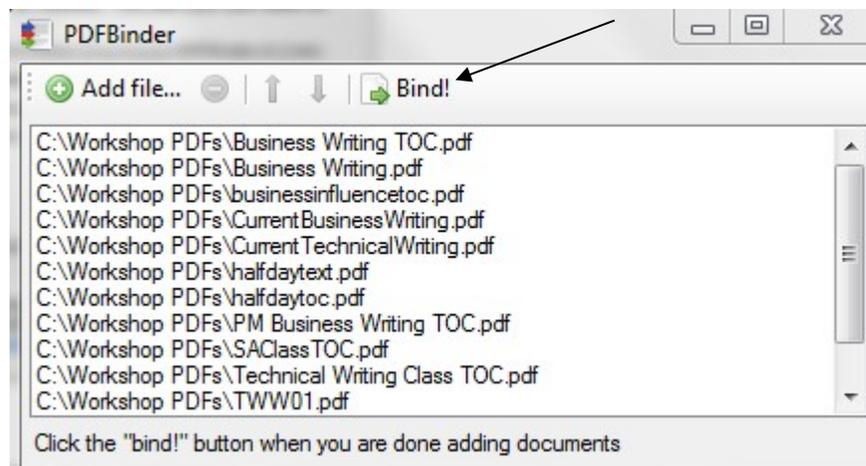
Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party

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 for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

Tips for Submitting Your Evidence as PDF Files for Mac Users

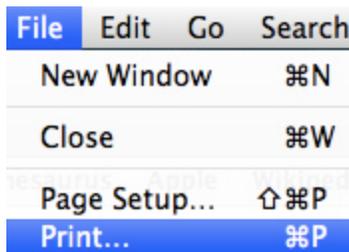
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

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.

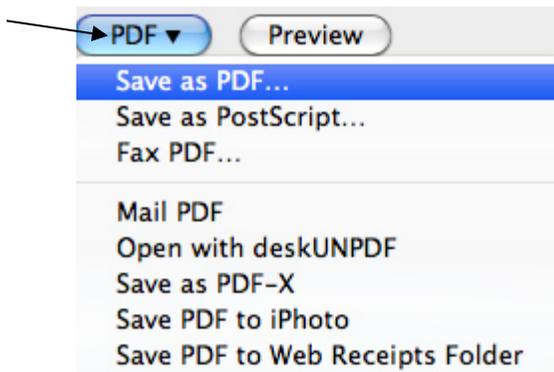
Creating PDFs

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...".

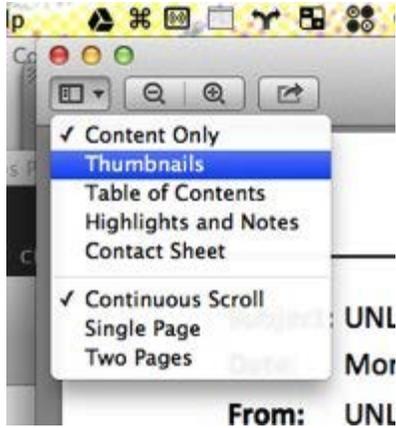


3. Save as you normally would.

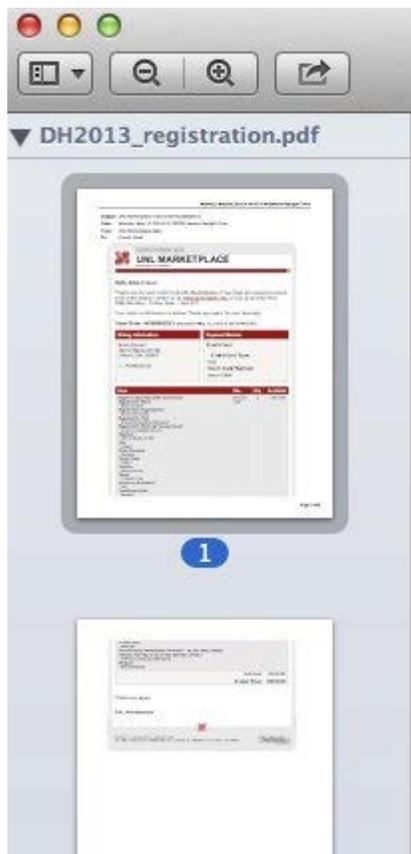
Combining Multiple PDFs into a Single PDF

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 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/.

- **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

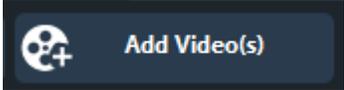
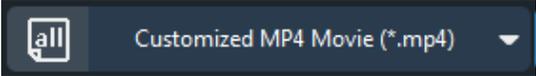
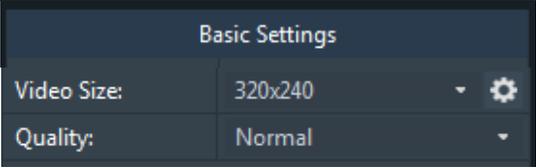
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

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 www.any-video-converter.com/products/for_video_free/ 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

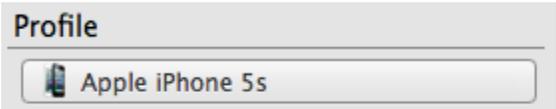
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

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 https://itunes.apple.com/us/app/any-video-converter-lite/id479472944 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: x264 Frame Rate: 25 Bitrate: 256 Size: 320x240</p>
<p>7. Click "Convert Now" and wait for the process to complete.</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>	  

Additional Resources

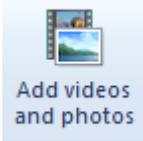
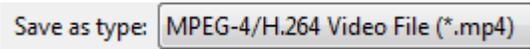
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

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 http://windows.microsoft.com/en-us/windows/get-movie-maker-download 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

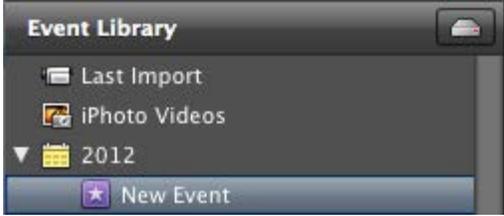
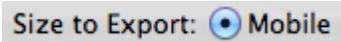
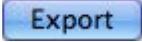
Please visit the program website, www.edtpa.com, to review additional support materials, including video tutorials and Frequently Asked Questions (FAQ). For additional assistance, contact Customer Support. See "Contact Us" on the program website for contact information.

Video Exporting Guide for iMovie V 9.0.9 and 10.1.9

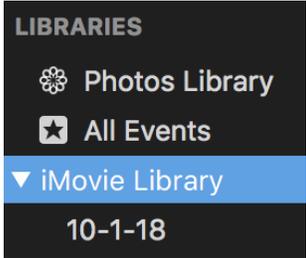
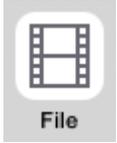
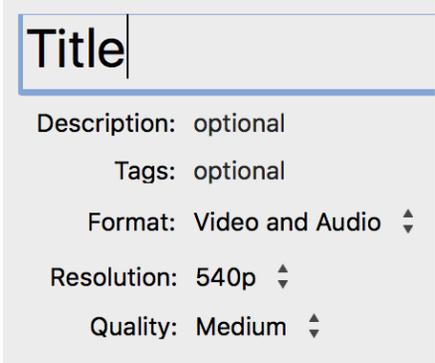
You may need to use iMovie to:

- 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 http://support.apple.com/kb/dl1574. 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 https://itunes.apple.com/us/app/imovie/id408981434?mt=12. 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>		

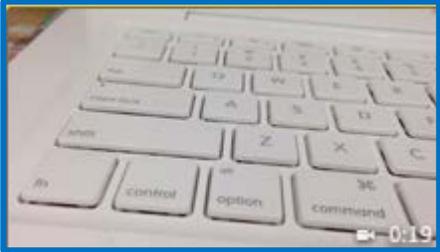
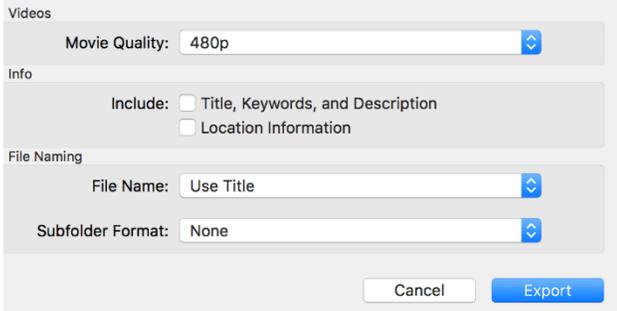
Additional Resources

Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission 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 & Compression Guide for Mac OS X Users, available at www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission.</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 for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

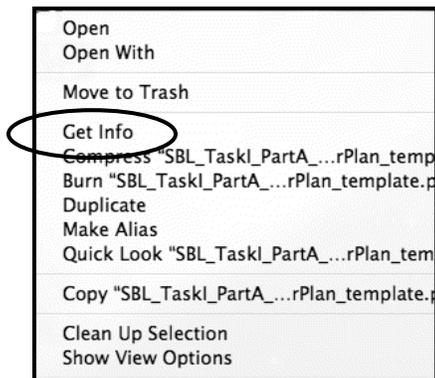
Tips for Mac Users

This document provides hints and tips for Mac users.

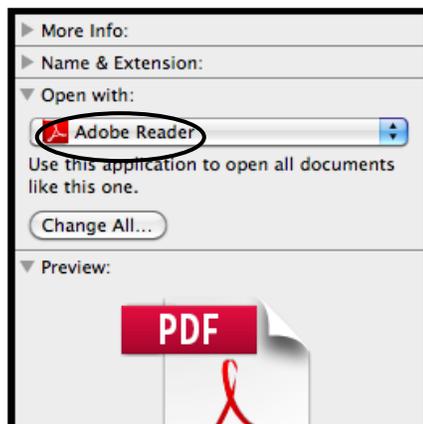
Optional: Changing Your Default PDF Reader

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

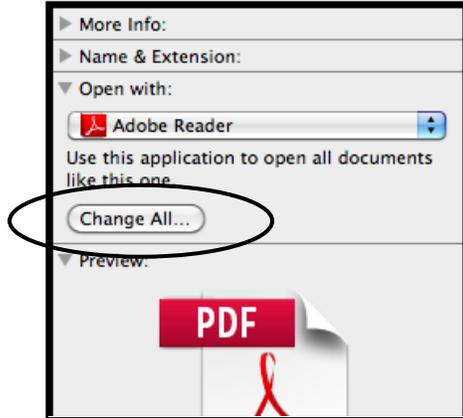
1. Right-click (or CTRL+click) any PDF file. Do not open the file.
2. On the new menu, click "Get Info."



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 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 Using the Speed Test Tool 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
Uploading process takes longer than 1 hour System times out before upload is complete Error message indicates that a file size is too large	Your video file is too large—over 500 MB (the recommended file size is 200 MB to 300 MB or less).	Use a video conversion tool to compress your video and reduce the size of your file.	Review the following tip documents: <i>Video Conversion & Compression Guide for Windows Users</i> <i>Video Conversion & 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.

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 & Compression Guide for Windows Users</i> <i>Video Conversion & 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.

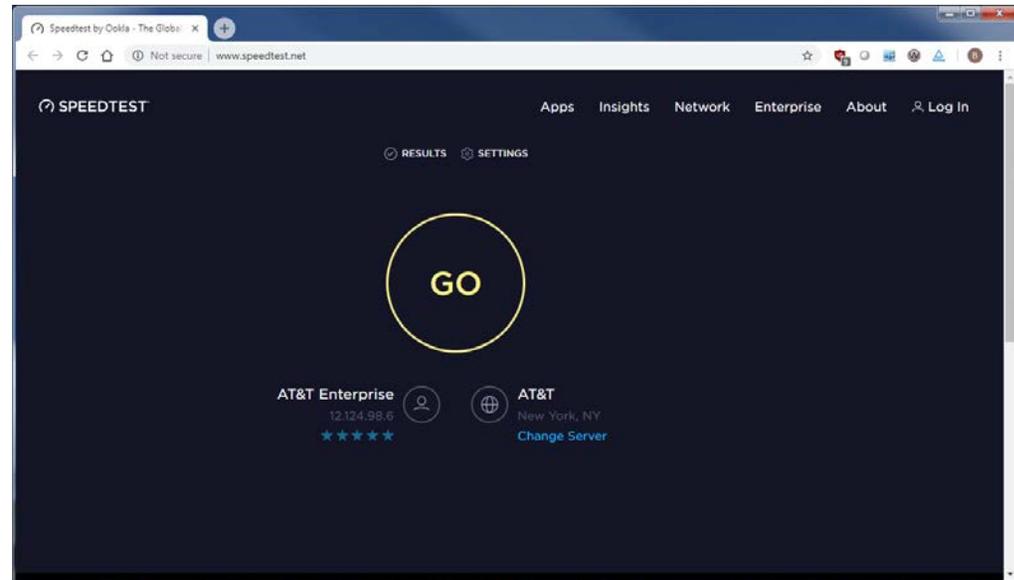
Using the Speed Test Tool

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.

If Your Upload Speed Is:	And Your File Size Is*:	Please Try the Following:
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.

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 www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission 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 for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.



Content Area Standards

Early Childhood Generalist Standards

Third Edition

for teachers of students ages 3–8

■ For additional information go to 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 institution¹;
- 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.

¹ 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.

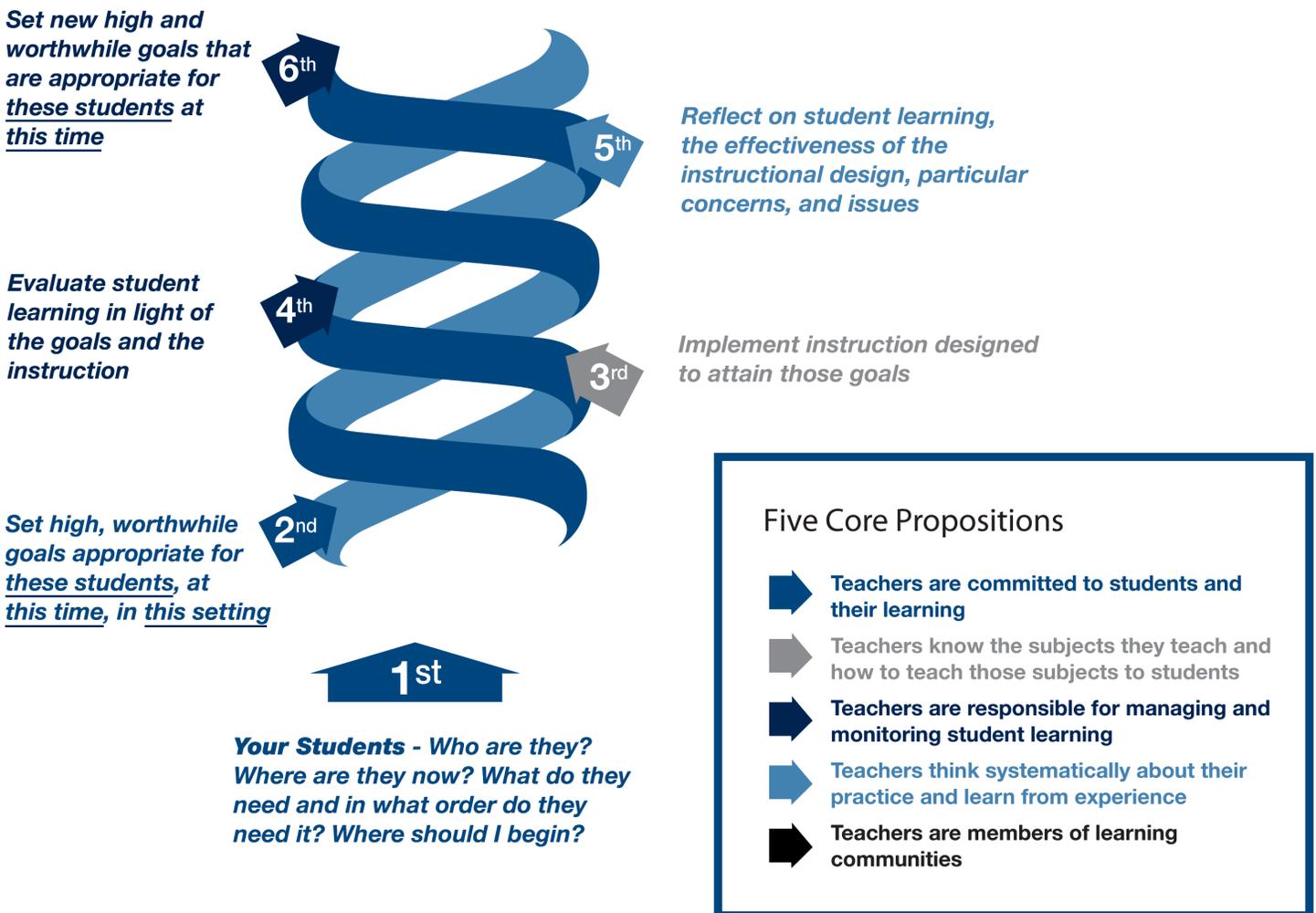
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional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

Early childhood teachers share an enormous responsibility—to guide young children as they enter the world of formal education and to instill a lifelong love of learning. Each year, teachers in early intervention programs, childcare centers, and prekindergarten programs welcome three- and four-year-old children to the community of learners, while other early childhood professionals open the doors of kindergarten and primary-grade classrooms. Accomplished teachers demonstrate their deep commitment to the development and learning of young children by facilitating the transition from the world of home and family to the educational system.

Accomplished early childhood teachers are intrigued by the ways young children think and the ways in which they perceive their world. These teachers value the delightful and refreshing ways young children express themselves. Their love of teaching is enriched by children’s curiosity and the enthusiasm young children bring to their explorations and daily discoveries. Accomplished teachers respond enthusiastically to the diversity of young children across many dimensions—including their abilities, talents, interests, and cultures.

Accomplished early childhood teachers know that children have begun to make sense of the world long before they arrive at school. They build on what children understand about themselves and the world around them, while encouraging them to develop skills, knowledge, and inquiry approaches that expand their capacity for learning. They nurture young children’s experiments with language, sounds, and images as they build their expressive repertoires. Knowing children learn through manipulating materials and interacting with their peers and teachers in carefully-planned environments, accomplished teachers strategically and creatively use play as a vehicle to enhance young children’s development and learning. They also encourage children to expand their worlds to include new friends, experiences, and a whole range of never-before-experienced emotions and feelings. They encourage children to take pride in their abilities to demonstrate new skills.

As professionals, accomplished early childhood teachers are skilled in orchestrating cohesive communities of young learners. They work to create a productive, safe, joyful, and enriching learning environment in which young children with often vastly differing backgrounds, abilities, and needs work together successfully. They work to help children gain the knowledge, skills, habits, and dispositions toward learning that are essential for later success in school and in life.

High quality early childhood education is widely recognized as vital to the educational development—and future success—of all children. Far from being ignored, early childhood education is subject to both great scrutiny and increasing expectations. As a result, the work of early childhood generalists is more challenging than ever. Accomplished teachers hold high expectations for all children’s learning and development. They are cognizant of the scope and scale of academic standards for young children and

are experts at providing children with developmentally appropriate experiences aimed at helping them meet these expectations. They work to enhance their own assessment practices and at the same time advocate for appropriate limits on the types and uses of mandated or standardized testing. They work to inform and influence policy makers with respect to such topics as licensing requirements and providing reasonable funding.

The contexts in which early childhood teachers work are rapidly evolving. Understanding of how children develop content knowledge continues to grow. Educational standards at the national, state, and local levels continue to shift. Children are more linguistically and culturally diverse. Families have increasingly different structures and many are enduring increasing economic pressures. At the same time schools and other educational agencies are required to do more with less funding. This context makes it essential for the accomplished teacher to be skilled in learning about the cares, concerns, and capabilities of each child, as well as ways of collaborating with all families to effectively support learning and development. This context requires constant attention to research on child development and the subject matter that is taught, as well as how these relate to the curriculum and resources that can facilitate development and learning.

Perhaps more than their peers in other educational positions, the early childhood generalist sees the work of teaching as a holistic enterprise; an intricate combination of professional knowledge, skills, and dispositions focused on the learning and development of children. This integrated foundation allows accomplished teachers to meet the needs of young children who grow and develop at different rates and to respond effectively to groups of boys and girls who—while the same age—are at vastly different points in their development. Whether teaching three-year-olds in a child development center or eight-year-olds in the third grade, these teachers are skilled at responding to the varying developmental levels and interests to advance all children’s learning and development.

The articulation of standards for accomplished early childhood teaching requires the parsing of professional work. As in previous editions of these standards, this version fractures the holistic nature of teaching in order to provide ways to describe the core components of craft, artistry, proficiency, and understandings—both broad and deep—that contribute to the complex work that is accomplished teaching. In some cases the components of teaching embodied in the standards are the same as in previous editions, but in other cases new distinctions are made to better capture components of the work.

It is crucial that standards attend to what accomplished early childhood teachers know about the whole child, the facets of child development, and the subject matter that children need to learn about. Accomplished teachers can use insights into the physical, cognitive, social, emotional, and moral/ethical dimensions of child development in many contexts and for an array of purposes. Because they are responsible for introducing children to school subjects, they must demonstrate substantial knowledge and skills across all areas of the curriculum. They draw on this wide range of subject matter knowledge and pedagogy to plan and implement high quality early childhood programs.

Likewise, standards for early childhood teaching must embody the centrality of family-school partnerships and commitments to equity and diversity. Accomplished teachers realize that they are role models in everything they do. They model fair and equitable behavior and embrace cultural diversity. They appreciate and respect individual differences and understand the unique needs and contributions of each member of the learning community. In addition, accomplished teachers value, initiate, and maintain respectful and reciprocal relationships with families and community partners. Teachers foster mutually

beneficial relationships between children and the community. Accomplished early childhood teachers involve parents and families as active partners in children's total development and learning.

Standards for accomplished early childhood teachers should call attention to the masterful ways in which teachers design learning environments and engage in cycles of assessing, planning, and implementation. Accomplished teachers are purposeful. With clear goals in mind, they systematically plan for the learning and development of young children. They employ multiple modes of assessment to appraise what children know and use that information to set challenging yet attainable goals. They design, implement, and adjust learning activities in ways that help children achieve those goals. These routines enable teachers to influence each child's development and learning in multiple contexts and across different spans of time, from the activity and lesson to the unit and month.

The inclusion of reflection and professionalism in these standards is also necessary because they are foundational to the work of the accomplished early childhood teacher. Accomplished teachers take very seriously their professional responsibilities to the children they teach, to children's families, to their colleagues, and to the future of their profession. They are leaders, collaborators, and advocates to improve early childhood programs, practices, and policies. Accomplished teachers engage in purposeful and systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children's development and learning.

The standards articulated here resonate with the second edition of *Early Childhood Generalist Standards* published in 2000. As in that edition, these standards focus on accomplished teachers' knowledge of and commitment to the learning and development of the whole child. They express the key roles that partnering with families, attention to diversity, and professional reflection play in teaching. However, this third edition of the standards also differs from previous versions in two key ways. First, multiple standards have been refocused and elaborated. Accomplished teachers' professional responsibilities are described with greater specificity. There is more emphasis on the importance of establishing reciprocal relationships with families and the community. Acknowledging the increasing emphasis of academics in early childhood education, these standards go into greater depth on subject matter knowledge for accomplished teachers, noting that accomplished teachers know and use foundational ideas of different academic subjects, the way children think about subject matter, and pedagogies that facilitate subject matter learning. At the same time these standards more strongly reflect the contribution of play to the learning of young children. Second, this edition of standards makes the components of the teaching process more explicit by articulating them in separate standards—*Managing the Environment for Development and Learning*, *Planning for Development*, and *Learning and Implementing Instruction for Development and Learning*. These standards will serve to focus greater attention on the routines, processes, and resources that teachers use to support the learning and development of children.

Accomplished teachers will see themselves and their work in these standards. They will recognize the child-centered nature of the enterprise; the collaboration with diverse families; the physical, social, and political contexts in which they work; and the impressive array of content that they make available for children's learning. Even though the work will be recognizable, this does not mean that accomplished teachers believe they have finished growing and refining their practice as professionals. Driven by the desire to better serve the needs of young children and families, they will use the standards articulated here as tools to support systematic reflection. They welcome the challenges posed by improving teaching over time. They do this because they know that accomplished teaching is not something that is permanently achieved, but rather is a constant work in progress. In a larger sense, they do this because they genuinely

care for the children they teach and know that their work will substantially impact society through the impact they make on the lives of each child and each family.

Developing High and Rigorous Standards for Accomplished Practice

Early Childhood Generalist 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 Early Childhood Generalist Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The standards that follow are designed to capture the knowledge, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

Standard Statement—This is a succinct statement of one vital aspect of the practice of the accomplished early childhood generalist. Each standard is expressed in terms of observable teacher actions that have an impact on students.

Elaboration—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes

descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

In addition, throughout the document are examples illustrating accomplished practice and demonstrating how decisions integrate various individual considerations and cut across the standard document. If the standards pull apart accomplished teaching into discrete elements, the examples put them back together in ways more clearly recognizable to teachers. Because the National Board believes there is no single “right” way to teach students, these examples are meant to encourage teachers to demonstrate their own best practice.

Early Childhood Generalist Standards Statements

The National Board for Professional Teaching Standards has organized the standards for Accomplished Early Childhood Generalists into the following ten standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in Early Childhood/Generalist.

Standard I: Using Knowledge of Child Development to Understand the Whole Child

Accomplished early childhood teachers use their knowledge of child development to understand young children and to foster each child's development and learning.

Standard II: Partnering with Families and Communities

Accomplished early childhood teachers work reciprocally with families and community partners to support each child's development and learning and to advocate for young children and their families.

Standard III: Fostering Equity, Fairness, and Appreciation of Diversity

Accomplished early childhood teachers embrace diversity. They model and nurture treating others with equity, fairness, and dignity.

Standard IV: Knowing Subject Matter for Teaching Young Children

Accomplished early childhood teachers integrate the foundational ideas of the subjects they teach, the ways young children think about these ideas, and effective approaches to support each child's learning.

Standard V: Assessing Children's Development and Learning

Accomplished early childhood teachers use assessment to support and guide young children's development and learning.

Standard VI: Managing the Environment for Development and Learning

Accomplished early childhood teachers organize and manage the environment to promote young children's development and learning.

Standard VII: Planning for Development and Learning

Accomplished early childhood teachers plan for children's development and learning by setting developmentally appropriate goals and designing learning activities to achieve those goals.

Standard VIII: Implementing Instruction for Development and Learning

Accomplished early childhood teachers skillfully implement strategies and use resources to support young children's development and learning.

Standard IX: Reflecting on Teaching Young Children

Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children's development and learning.

Standard X: Exemplifying Professionalism and Contributing to the Profession

Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.

Standard I

Using Knowledge of Child Development to Understand the Whole Child

Accomplished early childhood teachers use their knowledge of child development to understand young children and to foster each child's development and learning.

Accomplished early childhood generalists possess the deep knowledge of child development essential for high-quality teaching and learning. They use theories of growth and development to understand the individual children in their classroom and to inform their practices. Teachers¹ know that child development is a complex and dynamic mosaic of change that varies from child to child. Teachers view children holistically; they understand that all developmental domains are interrelated and that changes in one domain may affect changes in another. Their understanding of the phases of early childhood development makes accomplished teachers keenly attentive to the multiple ways young children communicate their knowledge, needs, and capacities. Accomplished teachers honor young children as capable and inquisitive learners, and they respect the ways in which growth and development may differ from one child to another.

Accomplished early childhood teachers analyze research demonstrating the relevance of early childhood education to all domains of child development, including social, cognitive, linguistic, physical, emotional, and ethical. They understand the important aspects of each domain, the full range of stages and behaviors within each domain, and the factors that promote or inhibit development. Teachers seek out relevant research in child development and apply that knowledge to meet all children's needs.

Accomplished early childhood teachers understand that early childhood is the critical foundational period of learning and development that sets the stages for future development. They know that research continues to evolve, giving insights into how the brain functions in young children. Teachers know the factors that influence brain chemistry and development, such as nutrition, the environment, and trauma; and they provide stimulating activities to enhance children's health, learning, and

¹ All references to *teachers* in this document, whether or not stated explicitly, refer to accomplished early childhood generalists.

behavior. Accomplished teachers nurture young children's curiosity, problem solving, autonomy, caring, risk taking, persistence, and humor.

In the remainder of this standard, the domains of child development are discussed separately, although accomplished teachers are aware that, in fact, they are intertwined.

Fostering Physical Development

Accomplished early childhood teachers understand the ways in which physical development can have positive and negative impacts on all areas of young children's growth and development. They know that physical development is characterized by change, growth, and maturation of the body. Physical development encompasses physical growth, fine- and gross-motor development, and sensory development. Teachers know that young children's growth and development are affected by such factors as health, nutrition, exercise, and sleep, and teachers know that the degrees to which children receive adequate rest and nutrition are expressed through their levels of energy and alertness. Accomplished teachers are advocates for the health and well-being of all young children.

Accomplished early childhood teachers recognize the stages and signs of healthy physical development in young children. They are alert to evidence of physical problems that may detract from a child's ability to learn, such as hearing or vision problems, illness, neglect, abuse, poor nutrition, dental problems, lack of sleep, and any possible exceptionalities. They know which physical difficulties or limitations may indicate more serious problems. Teachers understand that young children receive information from their bodies and the environment through their senses, including touch, smell, hearing, vision, taste, and proprioception, which is the sensing of temperature and body position. Accomplished teachers understand that the way children gather and process sensory information influences their ability to interpret information and perform such tasks as planning physical actions, performing steps in sequence, and completing tasks in a coordinated manner. When appropriate, teachers consult with families¹ and, if necessary, refer children to specialists for evaluation. For example, if a child consistently fails to respond to the teacher when the teacher is speaking behind the child, the teacher might ask the parents if the child exhibits the same behavior at home and perhaps ask about the child's health history. If it seems likely that the child has a hearing problem that requires intervention, the teacher would assist as appropriate.

Accomplished teachers use their knowledge of children's physical development to structure learning experiences and environments in ways that are suitable to each child's sensorimotor and cognitive development. Teachers understand the importance of classroom furniture that is child-sized; of daily schedules arranged to provide opportunities for longer, active-movement times balanced with shorter, quiet times; and of manipulative centers that provide aid in children's small-motor

¹ The term *family* is used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

development. They plan periods of large-motor, vigorous exercise, knowing that such activity promotes brain, lung and organ development. Early childhood generalists take responsibility for designing the entire range of learning experiences to support healthy physical development, weaving movement activities throughout the curriculum and the day. When possible, they collaborate with physical education and health education specialists to extend opportunities for children's well-being and development.

Fostering Cognitive Development

Accomplished early childhood teachers understand that early childhood is a critical period in cognitive development. Teachers understand how children are thinking at a given phase in their development and know how to help them move to the next level of reasoning. Teachers know that whereas most young children draw upon all of their senses to learn, some children are primarily visual learners, other children learn best through auditory means, and still others can best process information when it is presented in multiple modalities. Teachers use their knowledge of individual children's learning styles to create learning experiences that are accessible to each child. In the case of a child who has difficulty maintaining attention during cognitive tasks, the teacher might intersperse cognitive tasks with periods of intense physical activity; whereas with children who learn cognitively best in a consistently quiet, still environment, the accomplished teacher would take a different approach.

Accomplished early childhood generalists recognize the foundational nature of brain development that takes place in the early years, and they are particularly aware of the degree of change that occurs in children prior to age three. Teachers understand that the brain is a dynamic organ that is shaped by experience; learning not only causes the growth of neurons, but also alters the physical structure and organization of the brain. Teachers recognize that research on the brain, mind, and human cognition is constantly progressing, and they cautiously strive to understand how such research can best inform educational actions. Accomplished teachers apply strategies and information from confirmed brain research to heighten the likelihood of children's success. For example, they build on children's prior knowledge and readiness and, recognizing the pivotal importance of a child's ability to attend to learning, they plan a variety of ways to help young children focus their attention and increase its duration.

Accomplished early childhood teachers know that cognitive development includes the thought processes of memory, reasoning, decision-making, problem-solving, and creative thinking. Teachers know that children's ability to acquire, apply, analyze, and generalize information develops through experiences over time. Teachers are keenly aware of the influence that prior knowledge and experiences have on children's cognitive development, and they do not assume that all children share similar background experiences. For example, although nursery rhymes have long been a useful tool for developing children's phonological awareness and fluency in reading, teachers do not assume that all children have become familiar with nursery rhymes at home. Accomplished teachers assess children's prior knowledge,

build upon the skills children bring to school,¹ and facilitate experiences that foster cognitive development.

Accomplished early childhood teachers apply knowledge of the influences that affect cognitive development when working with young children. They know that factors such as the home environment, heredity, health issues, culture and language, nutrition, and the larger community can affect a child's cognitive development. Teachers know that some negative influences can be ameliorated by providing certain experiences while others cannot. Even though some factors are beyond the teacher's control, accomplished early childhood generalists differentiate and individualize experiences to help all children move forward and achieve their fullest potential.

Accomplished early childhood teachers know that purposeful teaching builds on young children's prior knowledge and experiences, natural curiosity, imagination, and creativity to help them understand concepts about a range of disciplines. Teachers provide adequate time, rich materials and resources, and rigorous and appropriate expectations to support children's learning. Under teachers' guidance, young children learn to recognize patterns, understand relationships, construct complex ideas, and establish connections among disciplines. Teachers know that metacognition is within the reach of young children and is crucial to processing and making sense of information. Teachers help children plan activities, carry them out, and then reflect on them. Accomplished teachers choose tasks that build on the principles of inquiry in order to help children make predictions, experiment, synthesize information, reach conclusions, and make generalizations. Inquiry-based activities encourage children's autonomy and sense of responsibility for their own learning.

Accomplished early childhood teachers understand that young children construct knowledge through playful exploration and then become ready to focus their attention on specific dimensions of materials. For example, three-year-olds will spontaneously explore a given object set before them, whereas eight-year-olds are more likely to approach the object with a conscious plan for exploration. Knowing that brain research suggests the use of patterning to help children learn, teachers give children ample practice time to comprehend challenging material. Young children learn to develop cognitive strategies such as organizing, reasoning, explaining, and reflecting when they can share their thinking with other children, teachers, and parents. Accomplished teachers use questions and feedback during social interactions with children so they can reflect and make sense of their learning.

Accomplished early childhood teachers value the social aspects of young children's construction of knowledge. Guided by their knowledge that initially young children can do more in collaboration with others than they can do alone, teachers intentionally plan opportunities for children to work together, as in center time and group work, and set realistic expectations for young children's independent

¹ The term *school* is used throughout this document to refer to all early childhood educational programs, including early childhood centers, child development centers, daycare centers, preschool centers, and elementary schools.

performance. Teachers also know the value of teacher support, interaction with older children, and appropriate scaffolding in young children's knowledge construction.

Accomplished early childhood teachers solicit the wisdom of the classroom community and build upon it. They nurture children's respect for one another's ideas. Teachers create a psychologically safe climate for children's learning by helping children realize that making mistakes is part of learning. Accomplished teachers orchestrate an environment in which young children build the confidence and competence that will prepare them for a life of acquiring and applying knowledge.

Fostering Language Development

Accomplished early childhood generalists understand how language develops and realize that early childhood is a particularly critical time for language acquisition. Teachers understand that language development is a complex process that proceeds through distinct stages. They understand, for example, that receptive language develops before expressive language. They stay attuned to the changing body of knowledge about young children's language acquisition and use this knowledge to plan successful learning experiences.

Accomplished early childhood teachers recognize the varying levels of language proficiency among the children in their classroom, and they differentiate teaching to meet each child's needs. They recognize typical and atypical patterns of development, and they know when it is appropriate to consult with families or to refer children to specialists for evaluation. For example, teachers know the difference between minor misarticulations and those speech patterns that interfere with children's fundamental ability to communicate. Teachers create learning experiences and a classroom environment that provide children with a variety of daily opportunities to use language to interact and socialize with others. Because they recognize that frequent opportunities to interact with mature speakers are critically important to children's language development, teachers engage in numerous conversations with children every day.

Accomplished early childhood teachers know that communication is a tool that human beings use to meet their physical, social, and emotional needs. Effective communication skills are integral to children's self-expression, to their development of social relationships, and to their learning. Teachers help children understand that language allows them to organize and express their views and questions about the world, demonstrate their growing expertise, and communicate with other people.

Accomplished early childhood teachers have a clear understanding of how second languages are acquired. They value the home languages of children who are English language learners, and they understand that a child's native language is the foundation for literacy and learning. To the best of their ability, teachers seek ways to promote English language learners' home language development at the same time that they advance children's ability to communicate in English.

The classrooms of early childhood teachers are inclusive places where varieties of language are accepted and where teachers model a variety of uses and means of oral, visual, and written language. Accomplished teachers understand that language development is influenced by such factors as home environment, including the home language and the frequency and nature of adult-child interactions, and health problems such as hearing challenges. Teachers understand that children from some homes may have heard fewer words and fewer positive affirmations than children from other homes. To help compensate for such circumstances, teachers intentionally expose children to enriched vocabulary and provide positive affirmations throughout the day.

Accomplished early childhood teachers recognize the interrelatedness of language to children's cognitive, social, and emotional development, which in turn may affect a child's self-esteem. Teachers recognize that young children may need support in such areas as building relationships, joining groups, and communicating wants and needs. Early childhood teachers are aware that problems with relationships can affect children's cognitive, social, and emotional development, and they actively work to help children with such concerns.

Fostering Social Development

Accomplished early childhood teachers view social development as an essential goal for young children. Teachers understand that young children are beginners at learning the social skills needed to interact competently in a multitude of settings, and they skillfully guide children as they develop their capacity to interpret social cues and adjust their conduct appropriately. Accomplished teachers help children understand interpersonal expectations in various social interactions, both through modeling and through explicit instruction. Teachers know the importance of facilitating young children's developing peer relationships and their interactions with adults beyond the realm of home and family.

Accomplished early childhood teachers help children move from being primarily concerned about themselves to being able to acknowledge the needs of others. They recognize that a critical developing skill for many young children is learning to exercise self-control, particularly in their interactions with other children and in public settings such as the classroom. Teachers help children develop empathy. For example, if a kindergarten child falls on the playground and, though unhurt, begins to cry, the teacher might encourage classmates to comfort the distressed child, both to show empathy and to help restore the play situation.

Accomplished early childhood teachers are keenly aware of the role that culture plays within the social domain. They help children appreciate cultural differences and learn how to behave appropriately in varied social environments. Teachers know that children's social behaviors are shaped by their familial experiences. For example, in some families and cultures, children may interact freely and openly with adults, much the same as they do with their peers, whereas in other families and cultures, children may be taught that such free and open interactions are a sign of disrespect.

In certain cultures, some children may be taught not to look an adult directly in the eye, whereas in other cultures, failing to look an adult in the eye when speaking is a sign of disrespect. Because many children must navigate widely divergent social expectations, accomplished teachers explain and model appropriate social skills and norms.

Accomplished early childhood teachers understand that social development is crucial to successful learning in groups and is a core component of success in work, family, personal, civic, and community contexts. Teachers know that social interaction is essential to children's linguistic and cognitive development, and they can express the importance of this aspect of development to families. Teachers also know that children from ages three to eight typically make significant gains in acquiring and applying skills in the social domain. Accomplished teachers make opportunities for children to learn from one another and encourage them to help one another in thoughtful ways.

Accomplished early childhood teachers are keenly aware of their responsibility for establishing a social climate that fosters learning and develops life skills for young children. They are skilled at setting norms for social interaction and intervening to assist children in resolving disputes. They model, recognize, and encourage such dispositions as respect, integrity, honesty, fairness, and compassion. They help children develop social knowledge about learning in groups, the behavioral expectations of peers and adults, the need to adapt to classroom and school rules and routines, and the norms of society at large.

Fostering Emotional Development

Accomplished early childhood teachers take responsibility for fostering young children's emotional well-being and development. Teachers know that for young children, the emotional domain develops in relationship to their increasing sense of self-awareness, identity, and autonomy. Children's ability to regulate their emotions in the academic setting is directly related to their sense of competence, their ability to express their feelings, and their evolving sense of belonging. Accomplished teachers help children learn to recognize their feelings and understand that their emotional states can alter their thinking. Teachers understand the importance of enhancing children's self-respect, resilience, and confidence and seek to promote autonomy, appropriate risk-taking, and constructive persistence.

Accomplished early childhood teachers know that young children progress through stages of emotional development. They are familiar with the degrees to which children of different ages are able to identify emotions, express feelings, manage impulses, and exhibit appropriate behavior. Teachers recognize typical and atypical patterns of emotional development and regulation, and they know when it is appropriate to consult with families or to refer children to specialists for evaluation. Teachers understand that children at different ages have varying abilities to solve personal and social problems without giving up or losing control. Accomplished

teachers promote positive behavior, and when discussing emotional issues with children, they use appropriate terminology for the developmental range.

Accomplished early childhood teachers are aware that many factors may affect a young child's emotional state, and they find creative ways to make the school environment a nurturing one. A teacher might ask parents to bring photographs of the family or a special toy for naptime to help a young child make the transition from home to preschool or kindergarten. Teachers are conscious of the fact that their words have an impact on young children and that the effect can be profound and lasting, either inspiring or impeding future progress. Teachers carefully monitor what they say to children, and they also attend to what children say to one another. By responding respectfully to children's interests and concerns instead of simply giving them directions, accomplished teachers make children feel valued and safe. Teachers know that children's emotions fluctuate and are alert to possible stressors. They competently analyze the reasons for children's behavior, even when those reasons are complex or covert. For example, one child may be misbehaving out of simple exuberance while another may be exhibiting similar behavior in order to be punished or to avoid a certain lesson. An accomplished teacher knows when a simple redirection or reminder is sufficient and when further observation or action is required.

Accomplished early childhood teachers know that a child's emotional state is affected by people and events outside the school setting. Teachers help young children learn ways to maintain a positive identity despite sometimes negative words or actions on the part of others. They also help children deal with fear. For example, when a disaster or traumatic event occurs, the accomplished teacher allows children to express their feelings as needed and provides the necessary information to place the children at ease. Teachers responsibly seek out resources such as literature, support beyond the classroom, or expressive opportunities such as dramatic play, puppetry, drawing, and writing to help children make sense of the event and allay excessive anxiety. Accomplished teachers are skilled at recognizing the signs of emotional distress and addressing significant issues with the child and parents. Teachers know when to consult with other support systems and when to provide families with access to other resources.

Fostering Moral and Ethical Development

Accomplished early childhood generalists know that the field of ethics defines what is good for the individual and for the group and establishes the nature of what one should do in the interest of justice and fairness. Teachers understand the importance of young children's moral development and actively instruct children about ethics. Teachers help children develop a conscience, a sense of integrity, and the ability to delay gratification.

Accomplished early childhood teachers know that young children have varying abilities to comprehend ethical issues and moral dilemmas depending on their developmental stages. They also have differing abilities to regulate their behavior

based on their cognitive, emotional and social development. Teachers use teachable moments to help children develop the capacity to reflect on their actions, generate age-appropriate solutions to ethical problems, and exert self-control. Teachers understand children's common misconceptions about ethics. For example, a three-year-old child might think that a person who breaks an object by accident is just as culpable as one who breaks something on purpose, whereas an eight-year-old would be more likely to comprehend that intent makes a difference. Teachers help children progressively move to more sophisticated ethical judgments without expecting more of them than is reasonable at a given stage.

Accomplished early childhood teachers realize that many factors affect young children's moral and ethical development. A child's temperament, home culture, family structure, and socioeconomic level can all affect the child's sense of right and wrong and ability to evaluate moral and ethical issues. Accomplished teachers are sensitive to differences between school policies and family viewpoints. For example, the school may have a policy of no hitting, but parents may disagree and encourage children to defend themselves physically in some situations. Accomplished teachers help children observe ethical norms in the school community without showing a lack of respect for the family's values.

Accomplished early childhood teachers approach classroom management as a means to self-discipline and self-awareness. They help children understand that behaving ethically is not just a matter of automatically conforming to a set of rules but rather the complex act of considering how best to treat others and behave in a group. Accomplished teachers enable children to develop the ethical behaviors that will eventually make them successful, responsible adults.

Standard II

Partnering with Families and Communities

Accomplished early childhood teachers work reciprocally with families and community partners to support each child's development and learning and to advocate for young children and their families.

Accomplished early childhood generalists value, initiate, and maintain respectful and open relationships with families and community partners. Teachers are respectful of the varying types of families that are represented in their community, and they understand that parents' patterns of child-rearing, as well as their values and beliefs about education, may differ from their own. They understand that families and community partners play a vital role in young children's development and learning. Teachers actively seek information about each child's family, including the family's culture and parents' expectations for children. Teachers foster mutually beneficial relationships between children and the community by helping children access community resources and finding ways for children to give back to the community in turn. Teachers use knowledge of factors such as socioeconomic conditions, family supports and stresses, cultural values, and home language to help each child develop and learn. Teachers also help families support learning at home by keeping them informed about what is taking place at school and within the community. Accomplished teachers advocate for policies and opportunities that support the building of partnerships with families and communities.

Partnering with Families

Accomplished early childhood teachers know that the family-school relationship is continuous, reciprocal, evolving, and essential. They understand that when the parent-teacher partnership is strong, children flourish. Accomplished teachers understand that parents are the first teachers of young children and that their influence is profound and enduring. Teachers help family members understand that they are vital members of the educational team. Teachers employ multiple approaches to learn how parents perceive the child, how they interpret the child's behavior, the expert knowledge they have about their child, and what immediate and long-term goals they have for their child. Teachers intertwine each family's goals for children with instructional goals to achieve educational success. They encourage parents to be active partners in their child's learning and development. They respond to parents' questions and concerns, and they learn from parents' observations about children's

growth, development, behavior, and language. As a result, families and teachers learn together. Accomplished teachers act from the positive perspective that parents want their children to succeed.

Accomplished early childhood teachers use knowledge of each child's family culture and language to share information that families can use at home. They help parents understand how the home environment affects young children's learning and development. They encourage parents to engage in such activities as reading to and with children and supporting the completion of home learning activities. Teachers understand that some families do not find it easy to provide these supports, and in such cases teachers assume professional responsibility for seeking alternative approaches. For example, a teacher might invite community members or older children to come into the classroom to read one-on-one to children whose families are unable to engage in home storybook reading experiences. Teachers are knowledgeable about programs, community resources and educational events, Web sites, and materials that families can use to extend and complement classroom learning experiences.

Accomplished early childhood teachers view parents as essential and equal partners in decision-making, and they recognize the dependence of young children on their families. They know that parents' affirmation of the educational program is important to children's motivation and sense of well-being. Teachers also understand that the school's affirmation of the child's home culture and language is important to the child's well-being and to the ability of the home to support the child and the educational program. Partnering with families offers teachers the opportunity to learn crucial information about children and also about the resources families have to foster children's learning and development. Furthermore, families can volunteer and provide ideas, expertise, materials, and community connections. Accomplished teachers understand the importance of school-family events where children and their families participate together in activities. Teachers organize and implement family events that are based on parents' interests and needs and that are sensitive to cultural norms in terms of food served, activities planned, location, time, and need for translators and interpreters.

Understanding Families and the Community

Accomplished early childhood teachers are respectful of the types and varied structures of families in their community. They understand that parents' values and beliefs regarding education, as well as their styles of parenting, may differ from their own. They gauge parents' abilities, interests, and comfort regarding involvement in their child's education. They find a variety of ways to involve parents in their child's education, such as occasionally observing in the classroom, working as regular volunteers, or assisting in the creation of materials at home.

Accomplished early childhood teachers involve families in conversations about topics such as young children's approaches to learning, their interests and learning behaviors at home, and the family's view of how to motivate their child to learn at

school. Furthermore, teachers are aware of families facing difficult situations such as poverty, domestic violence, homelessness, incarceration, foster care, chronic illness, death, and transitions such as relocating, divorce, and remarriage. They understand that such factors may limit some parents' ability to participate in their child's education; for example, a parent who is working two jobs to support a child may not be able to volunteer in the classroom but may be able to contribute in other ways. Accomplished teachers help all families and their children feel included in the classroom community, whatever their circumstances.

Accomplished early childhood teachers recognize the complications and tensions that can arise when working with families. Communicating with and involving families are complex activities even when parents and educators speak the same language and share many opinions and values; cooperation is clearly more difficult when common ground is limited. Accomplished teachers seek to discuss openly with families significant differences in values, relationships, and routines. They recognize that by working together in equal and respectful partnerships, the home and school can solve problems over time.

Accomplished early childhood teachers collaborate closely with families of children with exceptional needs to ensure that children's needs are met and services received. Teachers are well informed about unique issues faced by such families. Accomplished teachers pay special attention to the parents of children with rare exceptionalities, respecting the fact that such parents may have more expertise in their child's needs and abilities than some education professionals. Teachers work with these parents to develop an appropriate educational program for their child.

Accomplished early childhood teachers understand the powerful reciprocal relationship that exists between communities and schools. Teachers learn about the cultural and historical roots of the community that influence families, neighborhoods, and local organizations. They use this information to maximize the relevance of learning opportunities for children. Teachers are active in the community by patronizing local businesses, visiting community gathering places, participating in fundraising walks, or attending cultural events. These activities enable them to interact with an array of educational stakeholders, stay informed of current developments in their community, and connect the community with the educational program.

Communicating with Families and the Community

Accomplished early childhood teachers understand that establishing reciprocal communication and relationships of trust with families of young children is essential to successful collaboration. Teachers understand that they are responsible for initiating family involvement, and they persevere if families are not responsive at first, seeking more effective approaches rather than assuming that some families are not interested in supporting their children's learning.

Accomplished early childhood teachers know the importance of the first contact with parents, and they set a positive tone at the outset in order to lay a

solid foundation for future interactions. They make special efforts to seek out families that are less assertive or open in expressing their views, and they strive to involve parents who might feel excluded or alienated from the school because of their own past educational or cultural experiences or because of language issues. Teachers facilitate two-way communication of information with parents as well as connecting families to one another, using tools such as home visits, surveys, newsletters, parent meetings, telephone calls, children's music performances, family dinners, Web sites, e-mail exchanges, or social networking sites.

Accomplished early childhood teachers place a priority on regular communication with parents about each child's progress. They continuously communicate what is happening in the classroom, why it is happening, and how families can get involved. Teachers are skilled at listening to, observing, and learning from family members. They solicit parents' goals and priorities for their children, reports of children's responses to program experiences and relationships, and information on how children function at home and in the community. Teachers celebrate children's progress with families and assist them when a child needs additional support. Teachers admit honestly when they are unsure how to resolve an issue or need assistance, and they are prompt and resourceful in resolving such issues. They use a number of methods to explain assessment procedures and results, including written reports, annotated samples of children's work, and formal conferences. They provide information in a language that families can understand, securing an interpreter when necessary.

Accomplished early childhood teachers understand that communicating with the community about education serves many important purposes. When community members know what children are learning and doing, they are empowered to be supportive in multiple ways. If members of the community hear that children are learning about "community helpers," they can volunteer to come in to talk about their roles in the community, share historically powerful stories of when they were assisted by a community helper, or generate ideas of ways in which the children and teacher could become involved with a neighborhood project. Accomplished teachers skillfully mix an array of communication techniques, ranging from posting flyers at community centers and libraries to creating Web sites, in order to relay information about teaching and learning. They also understand how communication with the community provides meaningful occasions for children to share what they have learned and their pride in their accomplishments. Accomplished teachers welcome inquiries, address them in a timely fashion, and actively welcome information shared by organizations in the community.

Helping Families Obtain Support and Services

Accomplished early childhood teachers exercise good judgment in working to meet the needs of families and young children. They understand their capabilities and limitations in responding to stresses and problems in the lives of families. They recognize situations in which a referral to other school professionals or community agencies is the most appropriate course of action, but they understand also the value, at times, of simply listening with empathy to a family's concerns. Accomplished

teachers advocate on behalf of young children and their families by engaging colleagues and by networking for information and social support.

Accomplished early childhood teachers are familiar with the variety of services available from school systems, agencies, and informal neighborhood organizations. They are alert to evidence of children's and families' needs in areas such as health examinations and services, immigration, financial services, social and recreational opportunities, adult literacy and employment training, respite care and mental health services, income support or employment counseling, and services to children or adults with exceptionalities. Teachers are able to ask the right questions to gain the information they need to support parents in need of health and social services. For example, a teacher might help a family obtain a free immunization that a child needs to enter kindergarten.

Accomplished early childhood teachers plan and implement activities aimed at ensuring that young children and their families are comfortable making the transition from one educational program to the next. A preschool teacher might discuss kindergarten expectations with children and families, while a kindergarten teacher might introduce children to their next year's teacher, take children to visit the first grade classroom, or invite next year's teacher to speak to parents about upcoming experiences. Similarly, kindergarten and primary-grade teachers obtain a working knowledge of pre-kindergarten childhood programs in the community in order to understand issues facing children and families about to enter the elementary school setting. They learn about children's previous educational experiences at home as well as in organized programs.

Working Effectively with Family and Community Partners

Accomplished early childhood teachers are active advocates for children. They acknowledge family and community members as key stakeholders in early childhood programs, and they value and encourage shared decision-making. They invite participation by parents and other family members and community partners when forming committees and advisory groups. They explain the processes by which decisions are made in regard to various policies, such as those related to curriculum, resources, testing, or special programs. Teachers give families and community members the guidance they need to have their voices heard.

Accomplished early childhood teachers understand ways that the presence of family and community members in the classroom can provide support to individual children and to the various cultural groups represented in the classroom. They actively solicit family members and other community members, including senior citizens, to serve as volunteers and collaborators. They offer a variety of options for involvement, such as recounting personal experiences to the class or working on school improvement efforts, and they ensure that the time the volunteer spends is productive. Accomplished teachers are comfortable coordinating the efforts of volunteers; consequently, volunteers feel welcomed in the classroom.

Accomplished early childhood teachers recognize that not all those who wish to assist in the classroom come well prepared with the skills necessary for working with young children. Therefore, teachers prepare and actively supervise those who work alongside them. They anticipate problems such as volunteers gossiping about classroom events or using inappropriate language or disciplinary procedures. They prevent such problems by orienting and debriefing volunteers and observers and clearly explaining classroom norms and routines. Teachers ensure that volunteers understand and follow confidentiality requirements, and they facilitate the process by which all volunteers meet the local requirements for participation.

Accomplished early childhood teachers find creative and mutually beneficial ways to partner with collaborators outside the classroom. For example, teachers might have children regularly visit residents of a local nursing home, thus providing opportunities for both the children and the nursing home residents to develop relationships and to share life experiences through oral, written, and artistic means. Moreover, the visits provide opportunities to increase children's understanding of the experiences of elderly people.

Standard III

Fostering Equity, Fairness, and Appreciation of Diversity

Accomplished early childhood teachers embrace diversity. They model and nurture treating others with equity, fairness, and dignity.

Accomplished early childhood generalists are committed to teaching young children in ways that are fair and equitable. They have the knowledge, skills, and dispositions necessary to effectively promote the learning of all children and to address inequities. They model and teach behaviors and dispositions that are essential in a diverse society, and they actively monitor children's behavior to ensure that these skills and dispositions are practiced by all. Accomplished teachers empower children to treat others respectfully and to expect respectful treatment in return. Teachers are fair in their treatment of children and teach children to evaluate the fairness of their own actions. They realize that equitable learning opportunities often require the development of unique accommodations to allow for the full engagement of every learner, and they explain the rationale for such accommodations to children. Accomplished teachers appreciate and respect individual differences and understand the unique needs of each member of the learning community. Teachers view diversity in a community as a benefit that gives community members the opportunity to learn from and about each perspectives of others, and they sensitively guide children to a similar appreciation of diversity.

Demonstrating Knowledge, Skills, and Dispositions

Accomplished early childhood teachers promote fairness, equity, and diversity. They are reflective, and this characteristic enables them to identify and challenge their own assumptions and biases. Their knowledge of human development and learning and their skill as careful observers of young children make them insightful about the diversity in their classroom. Teachers use their knowledge of the unique needs of each child to differentiate instruction in meaningful ways while pursuing the curriculum standards that all children need to achieve. Teachers understand the history of education with respect to the ways in which some learners have been treated inequitably in the past. They recognize that inequalities continue to exist in some learning communities, and they know the areas in which achievement gaps typically develop. They are sensitive to the fact that some communities are still in the healing process from a hurtful past, and they stay abreast of research on diversity issues and apply what they learn in ways that are equitable and effective.

Accomplished early childhood generalists have the knowledge, skills, and courage to promote fairness and equity in their classrooms. They adapt learning experiences and approaches to instruction in ways that ensure equitable participation. When young learners are given the opportunity to select experiences, teachers ensure that the available choices reflect diversity. For example, teachers might provide a range of different skin-tone crayons in the art center, dolls representing various races in the housekeeping center, or clothing from different cultures in the dramatic play area so that all children can make selections with which they can identify. Teachers confront issues of diversity proactively and ensure that each learner—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic class, age, ability, exceptionalities, sexual orientation, family structure, or gender—has access to equal learning opportunities. For example, a teacher may plan a physical education activity such as a relay race by creating teams that are balanced in terms of gender, skill level, and exceptionality so that all children can participate and feel successful. Teachers skillfully guide children through courageous conversations about socially challenging issues, and they actively challenge prejudice, derogatory comments, and stereotypical perspectives. Accomplished teachers employ their skills beyond the classroom in order to effectively support equitable learning opportunities for children. For example, an accomplished teacher who is aware that a child is not receiving proper nutrition at home might discreetly find ways to provide that child with breakfast or might fill a backpack with food for the weekend. Teachers are adept at working within and beyond their immediate institution to secure resources necessary to ensure the learning of every child.

Accomplished early childhood teachers demonstrate appreciation of diversity as well as concern for fairness and equity. Teachers know that their attitudes provide young children with powerful examples that may have long-term effects, and they deliberately demonstrate the behaviors they wish to instill in children. Teachers empathize with the special pressures and frustrations experienced by some families and children, including those learning English for the first time or those demonstrating exceptionalities. Teachers nurture communities in which all children respect diversity and treat each other fairly.

Ensuring Equity

Accomplished early childhood teachers understand the importance of providing high-quality experiences that promote the learning and development of all young children, especially those whom schools have traditionally under-served. When they observe inequities, teachers take situationally appropriate action to correct them. Equitable access includes providing all children with challenging curricula and linguistically sensitive learning materials, including materials with appropriate gender-neutral terminology; adequate and safe educational facilities; and competent teachers. Accomplished teachers advocate for the timely provision of early interventions and identifications. They also strive for an equitable distribution of educational materials, media, and technologies. They remain sensitive to issues related to differing access to technology and continually work to address digital resource limitations by advocating for children. Teachers serve as a bridge between home, school, and community

organizations, including businesses, from which children can gain increased access to developmentally appropriate and culturally responsive supports for learning.

Accomplished early childhood teachers consistently adhere to local, state, and federal policies concerning children with exceptionalities, especially the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). Teachers build relationships with families and school professionals to gain valuable insights into how individual children develop so they can differentiate learning opportunities, make adaptations to the curriculum, and accommodate the unique social, cognitive, linguistic, physical, and emotional needs of children with exceptional needs. They help children to work toward and achieve learning goals and objectives, and they remain open and flexible so that exceptional needs are met.

Demonstrating Fairness

Accomplished early childhood teachers know that fairness is best served by enhancing each young child's potential to succeed. Teachers are aware not only that each child should contribute according to his or her ability, but also that each young child comes into the educational setting with different and unequal needs. True fairness often involves distributions of resources and time that are unequal. Teachers therefore adapt instruction to meet varying needs while maintaining challenging expectations for all children.

Accomplished early childhood teachers recognize that young children's perspectives on fairness often vary from adults' perspectives. Therefore, teachers not only plan for explicit ways to teach about fairness, but also look for teachable moments in which to model fairness in a safe and caring environment. For example, if a child in the class needs special equipment such as noise-filtering headphones or adaptive seat cushions, an accomplished teacher might allow all classmates to explore or discuss the equipment before allocating it to the child for whom it is intended. Such an approach demonstrates that certain resources should be given to those who need them most, but also allows everyone a degree of participation with a desirable object or experience.

Accomplished early childhood teachers know the importance of establishing a climate of fairness and respect in the classroom. They take active steps towards making such a climate a reality not only by talking about the importance of fairness but also by modeling it to young children, parents, colleagues, and the community. For example, teachers might collaborate with colleagues to offer multiple back-to-school or open-house events so that all family members have the opportunity to attend, regardless of their responsibilities and schedules. Accomplished teachers inform families about the issues of fairness that are being addressed in the classroom so that they have the opportunity to support this learning at home.

Valuing Diversity

Accomplished early childhood generalists recognize and value children's diversity—including the physical, emotional, sociocultural, and cognitive variability of children—as a dimension that enriches the learning environment. Teachers are articulate about their own culture, show curiosity and respect for other people's history and beliefs, and are aware of their own responses and biases in regard to diversity. They actively investigate the culture and history of children, for example, during a family interview. They explore the school community, seeking out people and resources that will help them understand the values, accomplishments, and mores that form the context in which children grow up. (See [Standard II—Partnering with Families and Communities](#).)

Accomplished early childhood teachers show respect and appreciation for each young child's cultural background. They are careful not to make unchecked assumptions about any child's background, and they research current diversity issues and learn about common misconceptions that may affect the child's learning and success. Teachers demonstrate their appreciation of children's cultural backgrounds by weaving attention to diversity throughout the curriculum and the year through various modes, such as movies, stories, and guests. For example, a teacher might invite a woman from a Muslim community who wears traditional dress to visit the classroom to explain the significance of her garments. By nurturing positive links to each child's background, teachers create a more successful learning environment. They invite children to share their cultures and values through their repertoire of songs, games, dances, or stories. They learn to speak some words and phrases in the languages of children and attend community events of different cultures. They may make home visits to understand the children's backgrounds and to develop relationships with the families.

Accomplished early childhood teachers encourage young children to understand their own ethnicities, for example by interviewing their parents and then bringing related artifacts to the classroom or by relaying oral traditions. Teachers also provide young children with opportunities to become familiar with ethnicities other than those represented in the classroom or the local community. They provide materials or experiences that enable children to gain a global perspective, such as using webcams or pen pals to communicate with a classroom in a different part of the world or attending virtual field trips to understand how the people in another country speak, look, dress, and behave.

Accomplished early childhood teachers build a classroom community that fosters young children's curiosity and respect for other people's history, language, values, beliefs, family structures, cultures, and communities. Teachers are welcoming toward diverse issues and challenging perspectives. They understand that group diversity may cause reactions ranging from curiosity to discomfort among children, and they engage in courageous conversations. They address diversity issues affecting instruction, class management, and children's participation, and they encourage children to celebrate one another's accomplishments within the classroom.

Accomplished early childhood teachers respect differences in families and family structures. They actively learn about children's families to ensure that they can respond appropriately to their particular needs. They understand that their own values and their style of speaking and interacting, as well as the public purposes of schooling, may be in conflict with some children's family cultures. For example, many early childhood teachers seek to foster children's abilities to make individual choices and to think independently. In some cultures, however, most decisions are made by elders or by group consensus, and children are expected to conform. Parents in such communities may perceive children's efforts to express themselves and make choices as imposing on adult authority. Accomplished teachers communicate with and respond to families in ways that match language and cultural norms in a respectful manner. They use technology to communicate with families when appropriate, but they also use face-to-face communication when possible in order to build rapport.

Accomplished early childhood teachers acknowledge the commonalities that underlie diversity. They know that children from various backgrounds may share many interests, have similar successes and challenges, and are excited by many of the same kinds of learning opportunities. Thus, while teachers capitalize on the diversity among children as an opportunity for learning and for strengthening individual children's self-esteem, they also build upon commonalities to promote classroom cohesiveness and foster attitudes conducive to participating in democratic institutions and a global society.

Standard IV

Knowing Subject Matter for Teaching Young Children

Accomplished early childhood teachers integrate the foundational ideas of the subjects they teach, the ways young children think about these ideas, and effective approaches to support each child's learning.

Accomplished early childhood generalists bring together their knowledge of children, content, and pedagogy in ways that often appear effortless. In actuality, achieving this mastery requires deep knowledge of the foundational ideas in subject matter, sensitivity to the ways that young children reason about content, and awareness of the difficulties children typically encounter. Accomplished teachers understand that fostering young children's development in social, cognitive, linguistic, physical, emotional, and moral-ethical domains is crucial during the early childhood years. Teachers intentionally integrate these developmental domains into the teaching and learning of subject matter for young children. Accomplished teachers of young children know what is important in each content area, why it is important, and how it links with earlier and later understanding, both within and across subject areas.

Accomplished early childhood teachers design and implement experiences that effectively convey developmentally appropriate content and develop young children's critical thinking and creativity, and they also nurture the dispositions toward learning that children will need for success in the future. By making subject matter relevant, meaningful, and captivating, accomplished teachers invite children into the world of ideas and information.

Knowing Subject Matter

Accomplished early childhood teachers prepare young children to use subject matter in future levels of formal education and in life beyond school. They support children's enthusiasm, wonder, and curiosity about the subject areas. Teachers have a strong grasp of the subject areas they teach, including the main academic areas (language and literacy, mathematics, science, and social studies), the arts (visual arts, music, and drama), health education, physical education, and technology. They have deep insight into the knowledge, skills, and practices that distinguish each subject. They know how information is structured within each subject and understand the pedagogical methods through which subject matter knowledge can best be conveyed to young children. Accomplished teachers know the unifying concepts

that connect essential facts, ideas, and processes within each subject. They stay abreast of developments in the subject areas and appropriately incorporate new information in the classroom. They immerse themselves in learning and teaching all subjects with equal dedication. They realize that nurturing productive dispositions toward every subject is an essential professional task in the education of young children. As a result, accomplished teachers demonstrate purpose, create relevance, and model enthusiasm for each subject area, and they advocate the importance of every subject area.

Even though the degree to which disciplinary distinctions are apparent varies according to the developmental level of the children being taught, teachers ensure that all young children have opportunities to learn each subject. Teachers create ambitious but reasonable expectations for learning based on their general knowledge of child development and their ever-growing knowledge of the particular children they are teaching. They are knowledgeable about local early childhood learning standards as well as national and state content standards and use them as guides in their teaching and interactions with children and families.

Accomplished early childhood teachers know research-based instructional strategies specific to the disciplines. They judiciously select and capably employ the strategies that best suit their instructional goals and the development levels of the young children they are teaching. They sequence learning experiences in ways that make sense conceptually and that help children move steadily toward greater proficiency. Accomplished teachers find ways to integrate content areas seamlessly; however, they also know when to teach subject matter in isolation in order to enhance the learning experiences of children. Teachers continuously research instructional resources and skillfully choose and adapt those which will best support children's learning.

Integrating Subject Matter

Accomplished early childhood teachers know that subject-matter integration allows children to learn in the interactive, holistic ways that are most natural to them. Teachers draw on their understanding of the specific young children in their classroom as well as core subject matter when planning, implementing, and assessing integrative experiences. Teachers thoughtfully weave various aspects of the curriculum into meaningful associations in order to engage children's interests, embody appropriately high expectations, foster higher-level thinking, and encourage real-world applications.

Accomplished early childhood teachers are advocates for subject matter integration that is meaningful and authentic to children. They exercise professional judgment about the value and relevance of topics for integrated study, including those suggested by children. When designing integrated content experiences, teachers align goals, objectives, and child outcomes with state standards and local program expectations. Teachers use ongoing assessment of learners to refine cross-disciplinary activities, and they explain to children, parents, and others how integrated

learning is structured. Over the course of the instructional year, accomplished teachers achieve balance in teaching all subject matter, using an appropriate blend of events that focus on one subject area and those that are integrated. At the end of an integrated experience or project, teachers assess children's progress in relation both to specific subject area knowledge and cognitive skills that bridge disciplines.

Accomplished early childhood teachers employ a variety of ways to integrate content. They create opportunities for young children to investigate, research, write, create, express their knowledge artistically, and share their learning with an audience. They offer possibilities for thinking about content in new ways. They might engage children in projects, themes, invented games, community-service projects, concept maps or webs, or whole-group exploration of broad questions. Integrated approaches might include actual and virtual guests and trips, creative writing activities and dramatics, contests, construction of replicas, visual documentation of child and family events, or child interviews of family and community members.

The following sections describe how accomplished early childhood teachers understand the main content strands and practices in each subject, know and attend to the unifying concepts in each subject, apply their insights into the ways that young children typically understand each subject, and use their knowledge of the pedagogy and resources for each subject to provide meaningful learning experiences for children.

Language and Literacy

Accomplished early childhood teachers are conversant in the major theories, knowledge bases, and controversies related to the teaching of language and literacy. They create programs that promote the interrelated skills of listening, speaking, reading, writing, viewing, and visually representing. They also have a broad understanding of the continuum in language development and reading development and of the ways the stages of learning shape a model for teaching language and literacy. Teachers promote daily print and oral experiences. They use visual representations such as graphic organizers, graphs, charts, illustrations, photographs, and available technologies to foster critical and creative thinking through the use of language. They draw on their knowledge of the key challenges and typical and atypical processes in the development of literacy skills and capacities.

Accomplished early childhood teachers know how young children acquire a first language and how they acquire a second one, and they address the challenges that English language learners face. Teachers differentiate instruction so that all children can achieve their fullest potential. Teachers design appropriate learning experiences in ways that will challenge and motivate children at a suitable pace. They explain to parents, administrators, and colleagues how their instructional strategies and objectives support children's language development.

Accomplished early childhood teachers recognize the importance of social interaction in developing strong language and literacy skills, and they facilitate

such interaction among young children. Teachers support dramatic play, such as spontaneous pretend play, dramatizing their own and other people's stories, and reenacting literature, as an important way to help children develop literacy skills. Teachers might have children create group morning message charts as well as individual and group stories, and then share them aloud in order to understand better the connection between what is said and what is written. They might also use class poems and songs as a further means to reinforce these connections. Accomplished early childhood teachers might use interactive writing to begin to teach the conventions of written language.

Listening and Speaking

Accomplished early childhood teachers understand that literacy is developed by building on every young child's oral language skills, including the development of listening comprehension skills, a rich oral vocabulary, the ability to understand and express complex thoughts through spoken language, and the ability to reflect on language. Although these skills develop naturally, teachers use explicit instruction and rich language experiences based on children's individual needs to expand children's use and appreciation of oral language. Teachers foster and model listening and speaking. They also explicitly teach speaking and listening skills without hindering children's natural expressive abilities, diminishing the importance of their families' primary language, or dampening their desire to continue learning. (See [Standard V—Assessing Children's Development and Learning](#).)

Accomplished early childhood teachers know that listening is more than just the physical act of hearing; it is the process of receiving and attending to meaningful auditory stimuli, processing sounds, and comprehending auditory messages. Teachers know that attending to the speaker is fundamental to listening. Therefore, teachers model for young children how to stop what they are doing when someone begins to speak, look directly at the speaker, listen for main ideas, and ask questions for clarification. Teachers encourage children to pay attention to such non-verbal cues as body language and facial expressions in order to understand better and relate to others. Accomplished teachers explain that various cultures have differing conventions for nonverbal communication, and they help children interpret these differences when they arise.

Accomplished early childhood teachers are knowledgeable about distinct purposes for listening, such as informational, critical, appreciative, relational, and discriminative. They provide experiences that allow young children to listen for all these purposes, and they help children develop listening strategies to match each purpose. For example, interactive listening activities such as call and response foster question-and-answer interactions.

Accomplished early childhood teachers are well versed in the literature that examines the connection between oral language development and the acquisition of reading and writing skills, both for native English speakers and for those learning English as a new language. Teachers use this knowledge base to design appropriate

learning experiences for children of different ages and with different levels of language and literacy in their first language and in English.

Accomplished teachers provide children with opportunities to participate in rich and varied experiences with spoken language. They engage children in meaningful conversations. They retell what they have seen and restate what they have heard, and they encourage children to do the same. They provide activities and materials that promote children's conversations with peers and adults, both one-on-one and in groups. They encourage children to discuss stories, the things they are learning in school, and their own experiences. Teachers invite children to play with words and sounds through such vehicles as rhymes, chants, and songs, and they foster children's awareness of the rhythmic patterns in language. Accomplished teachers are constantly working to expand and enrich children's vocabulary. They support children's presentation of information in clear and well structured ways, model for children how to adjust their speech and language depending on their audience and purpose, and provide an environment in which children feel safe communicating their thoughts.

Accomplished early childhood teachers show respect for diverse language traditions. They demonstrate the importance of oral traditions to various cultures by teaching fables, fairy tales, folktales, folk songs, and legends in age-appropriate ways. Teachers extend opportunities to people of many cultures to share their rich oral histories with the class. For example, an accomplished teacher might invite family and community members to sing a traditional song or chant from their native culture. Accomplished teachers provide the necessary support for children whose first language is not English, and they understand the issues that arise when standard English is not the language a child speaks on a regular basis. Accomplished teachers make the effort to understand how literacy is understood and used in the child's home culture and family, and they apply their findings in ways that increase children's prospects for success.

Accomplished early childhood teachers accept and value young children's unique modes of expression and distinctive dialects as they guide them toward conventional speaking. Teachers recognize that mastering the conventions of formal language is one key to children's future success. Accomplished teachers model standard English in the classroom and find appropriate ways to incorporate enriched language in their speech. When children's utterances are fragmentary or vague, accomplished teachers recast those utterances as complete sentences containing precise and vivid language, and they do so in a way that is natural and respectful, helping children see how to use oral language in a more sophisticated way. Teachers also use their knowledge of oral language development to identify children who may benefit from assessment by a specialist. In the case of children who need speech and language interventions, accomplished teachers collaborate with specialists and families and provide related support in the classroom.

Reading

Accomplished early childhood teachers recognize that in order for children to become proficient readers, teachers must provide a comprehensive, balanced approach to instruction which includes explicit, systematic reading skills development. Teachers of younger children incorporate the components of teaching early literacy (print awareness, phonological awareness, alphabet knowledge, vocabulary, and comprehension) and teachers of older children incorporate the components of teaching reading (phonemic awareness, phonics, vocabulary, comprehension and fluency) every day.

Accomplished early childhood teachers know the broad range of print-awareness skills and provide children with opportunities to acquire these skills. When reading to preschool and kindergarten children, teachers focus children's attention on such features as book concepts, print directionality, and differentiating pictures from print. Because they understand the challenges young children face when attempting to map spoken language onto print, teachers often point to the text as they read in order to help children track the text. Teachers of primary-aged children help learners begin to understand how authors use headings, graphs, and pictures to aid readers in constructing meaning from the text.

Accomplished early childhood teachers know that explicit instruction in phonological awareness is important to children's development as readers and that children's knowledge progresses from the whole (words in sentences) to the smallest parts (sounds in words). While teachers provide children with opportunities to acquire the full range of phonological awareness skills, including separating sentences into words, clapping syllables in words, and blending, segmenting, and substituting phonemes in words, accomplished teachers of preschool and kindergarten children emphasize learning opportunities focused on early phonological awareness skills. Teachers of primary-aged children emphasize the phonemic awareness that will help children decode unknown words.

Accomplished early childhood teachers know that alphabet knowledge includes identifying and naming letters and producing letter-sound associations, and they know the role that alphabet knowledge plays in children's ability to decode and spell words. Teachers provide young children with both playful learning opportunities and explicit teaching strategies to help them learn letter names, often beginning with the letters in the child's name. Teachers know that although children learn some letter-sound associations when they learn some letter names, primary-aged children also need explicit phonics instruction. Teachers provide phonics instruction and help children learn how to apply this knowledge to decode written words. Early childhood teachers are aware of issues that affect the alphabet awareness of English language learners. They know that not all children's home languages have a written form, that not all languages are written alphabetically, and that some children will not have experienced all the sounds of English in their home languages. Accomplished teachers are sensitive to the ways in which children's diverse language backgrounds affect their ability to learn sound-letter associations in English and provide extra support when necessary.

Accomplished early childhood teachers know that the size of a child's vocabulary is a strong predictor of reading comprehension. Therefore, early childhood teachers use a variety of research-based instructional strategies, such as repeatedly reading books with rich vocabularies, providing child-friendly definitions of words while reading to children, and creating word walls to increase children's expressive and receptive vocabularies. Teachers also recognize the importance of providing explicit vocabulary instruction.

Accomplished early childhood teachers recognize that the primary goal of reading is comprehension. They help young children master reading comprehension skills, such as identifying main ideas and key details, identifying cause-and-effect relationships, understanding the sequence of events, comparing and contrasting ideas and details within and across texts, and analyzing literary elements such as plot and theme. Teachers understand that children need to apply a wide range of strategies, such as predicting, generating questions, rereading, creating graphic organizers, discussing, and summarizing to comprehend, interpret, evaluate, compare, and appreciate texts. Teachers encourage children to ask and answer questions before, during, and after reading. Teachers model for children how to make connections that link text to self, text to text, and text to the world. Accomplished teachers of preschool and kindergarten children begin young learners' acquisition of these comprehension skills and strategies through regular read alouds. As children transition to reading texts themselves, they learn to apply these skills and strategies in their independent reading.

Accomplished early childhood teachers know that fluency involves more than the ability to read with speed, accuracy, and proper expression; fluency also contributes to comprehension. Teachers read aloud regularly in class to model fluency, and they have young children read to each other, sometimes rereading texts. Teachers have children read aloud a variety of texts, such as stories and poems, and in a variety of formats, such as reader's theatre. Teachers understand the importance of teaching children to vary their reading rate depending upon the type of text and the purpose for reading.

Accomplished early childhood teachers create a print-rich environment. They make ample use of functional print in the environment, such as posters explaining how to use equipment. They also use environmental print, such as arrows showing how to turn lights off and on, because they know that young children engage in reading environmental print, such as road signs, restaurant logos, or pictures on packages, before they read print in books. Teachers use environmental print to foster young children's understanding of concepts about letters, words, and messages. They provide children with a wealth of appealing reading materials in a range of formats, including print and digital, and at varying levels of complexity. They expose children to texts that represent diverse topics, genres, cultures, and time periods, and they expose children to reading for both information and enjoyment. They use literacy stations or learning centers to provide children with opportunities to reinforce reading skills and strategies, and they share their own love of reading, model good reading habits, and instill the love of reading in children.

In all educational settings, including those in which children’s home language is not English, accomplished early childhood teachers build on the previous linguistic experiences of children. They organize their classrooms in ways that take advantage of children’s prior literacy experiences. They promote and encourage the ongoing development of language and literacy in spoken language in the home and community.

Writing

Accomplished early childhood teachers know how young children develop as writers, and they use this knowledge to teach writing. They know that young children’s writing tends to progress from scribbles, to mock letters and symbols, to developmental spelling with limited control of mechanics, and then to increasing use of conventional spellings of words. They know that for the youngest children, “writing” to express their ideas may involve drawing and dictating as well as actually forming letters and words. Teachers encourage children to communicate using print, and teachers gain insights into children’s thought processes and growing literacy by studying what they write. They understand the challenges that children face when trying to convey their thoughts in writing.

Accomplished early childhood teachers understand the importance of teaching writing in ways that are meaningful and developmentally appropriate. Teachers encourage children to write, or pretend to write, during dramatic play; for example, children might act the parts of servers writing restaurant orders, or they might create road signs for block cities they have built. Accomplished teachers create readily accessible writing areas stocked with materials such as pencils, markers, staplers, and paper that children can use to write and illustrate books and cards.

Accomplished early childhood teachers support children’s development as writers in many ways. They introduce children to the different genres, including narrative, informative, and persuasive texts, and they provide opportunities for children to write for a variety of purposes and audiences. They encourage children to share their opinions, provide information, recount experiences, or correctly explain the steps in a procedure. They understand how to scaffold children’s writing development. For example, they might guide children through the stages of creating an argument, moving them from simply stating an opinion to ultimately creating a counter-argument.

Accomplished early childhood teachers provide developmentally appropriate instruction in the writing process. They teach young children prewriting strategies such as brainstorming; finding a topic that fits a purpose or an audience; researching or otherwise exploring ideas related to the topic; and organizing ideas with outlines, webs, charts, or other graphic organizers. They show children how to write a first draft, reminding them to include details that will catch the reader’s interest and to provide support for main ideas. They teach children to revise their work by reviewing ideas and organization, and model how to edit work for spelling, capitalization, punctuation, and grammar. Finally, they help children publish their work. Accomplished teachers weave technology into every step of the writing process, from researching interesting topics, to checking spelling, to publishing.

Accomplished early childhood teachers demonstrate that good writers are also good researchers. They teach young children how to formulate questions, find answers in a variety of sources, evaluate sources, and restate information in their own words. They explain the meaning of plagiarism and show children how to cite sources appropriately.

Viewing and Visually Representing

Accomplished early childhood teachers understand that viewing refers to the act of attending to communication conveyed by visual representations, and that visually representing refers to conveying information or expressing feelings using non-verbal media such as drawings, photographs, graphic designs, or physical performances. Teachers know that viewing and visually representing involve visual language, and they teach children to become attuned to the conventions, style, and vocabulary that visual language comprises. Teachers understand how visual images become part of spoken and written language, thus making visual representations an integral part of language development. Accomplished teachers know that children process visual language differently; for example, children with visual impairments might view drawing, charts, and diagrams tactilely. Accomplished teachers use developmentally and culturally appropriate strategies to teach all children skills related to viewing and visually representing.

Mathematics

Accomplished early childhood generalists know the ways in which young children think about mathematics and know mathematics in ways that allow them to support the learning of every child. Teachers know the structures and interconnections of mathematical topics. They are skilled in modeling processes and practices that provide young children with the means of developing and using mathematical ideas, and they routinely structure opportunities for children to engage in practices such as representing and explaining their mathematical thinking. Accomplished teachers know, and are skilled in noticing, how children think about particular concepts, procedures, and practices. They are familiar with children's common misconceptions about mathematics, and they assist children in clarifying them as they arise. Teachers lay a solid foundation for future learning by nurturing the view that mathematics makes sense and is practical.

Accomplished early childhood teachers know the content of mathematical strands, including number and operations, geometry and spatial sense, measurement, data and probability, and algebra. They have particularly deep understanding of the early concepts, skills, sensibilities and procedures related to each strand, and they know the ways in which these elements connect. Teachers appreciate and emphasize number and number sense in early mathematics. With younger children, this work involves daily routines that involve the use of numbers and development of number sense through collecting objects, counting objects, and associating numbers with collections of objects; saying, reading, and writing numbers; playing simple games that involve numbers; grouping objects and skip counting by 2s, 5s, and 10s; and engaging concretely with number combinations and estimation. When working

with older children, the focus moves toward operations, basic facts and invented algorithms; increasing use of symbols; and engagement with larger numbers and numbers beyond whole numbers. Accomplished teachers know that using pictures, manipulatives, and strategies can help to develop children's fluency with basic facts. They also know how to support children's development of increasingly sophisticated ideas, such as moving from informal understandings of *more* and *less* to the more precise terminology of *greater than/less than* and finally to the use of symbols such as $<$ and $=$. Accomplished teachers might explain mathematical symbols through accessible and playful analogies; for example, they might explain that the $<$ symbol looks like the open mouth of a hungry crocodile that wants to eat the greater number.

Accomplished early childhood teachers are mindful that counting, numbers, and operations do not comprise the entirety of mathematics in the early grades. For instance, they understand that pivotal aspects of mathematics content such as algebraic reasoning are rooted in young children's opportunities to notice, record, and build patterns. Teachers provide time for young children to work through sequences of concept and skill development. They might have children progress from using non-standard measurement, such as the use of body parts and everyday objects to measure, to using standard units to measure properties of an object. Teachers know how national and local standards delineate mathematics content. They also know various ways in which mathematical topics are embedded in mathematics curriculum materials, are embedded in other subject areas, and are embodied in real-world experiences.

Accomplished early childhood teachers competently model processes, including problem solving and reasoning, the representation and communication of mathematical ideas, and the ways that connections are made among ideas. They believe that young children can engage meaningfully in these processes and routinely provide opportunities for them to do so. They know how to support young children as they learn content through the use of these practices and also support learning of key aspects of the processes themselves. They see the roots of mathematical processes in the ways that children organize information, record their ideas while participating in mathematical play and centers, or name an example to support a mathematical idea. Teachers provide tools and technologies that facilitate multiple methods of representation, connections, and communication. They encourage children to describe their approaches to problem-solving and their uses of representation.

Accomplished early childhood teachers know unifying mathematical ideas and understand how these concepts connect mathematical strands as well as connect essential subject matter facts, ideas, and processes. They know that young children are capable of engaging meaningfully with unifying concepts and ensure that the encounters are developmentally appropriate. Accomplished teachers ensure that children encounter ideas such as *precision* when measuring, using operations with numbers, and talking about particular shapes. Teachers encourage attention to *generalization* when helping children move from specific observations to broader insights. For example, when children working with stackable cubes see that $3+4$ yields the same result as $4+3$, an accomplished teacher helps them understand that

this pattern is not a unique occurrence but rather is representative of a mathematical property that applies to all addition problems. Teachers point out the different ways in which *notation* is used. For example, it might be used to label each vertex in a triangle with a different letter, or to use the letters *B*, *Y*, and *G* to document a pattern of blue, yellow, and green colored beads. Teachers encourage children to use notational norms that will serve them well in later learning. They systematically plan opportunities for children to encounter and name unifying concepts, but they also know how to harness teachable moments in ways that highlight the importance and usefulness of those ideas. They realize that overarching insights into mathematics are present even when working on specific concepts and skills, and they use unifying concepts to help children see participation in mathematics as coherent and cumulative.

Accomplished early childhood teachers know that mathematics learning begins with children's insights and language and then builds on these insights. Teachers encourage young children to talk about mathematical ideas, processes, and reasoning. They help young children describe attributes of shapes, identify shapes in their immediate environments, and reason that the orientation of a shape does not affect its attributes, so that for instance a door and table can both be rectangles even though one seems tall and skinny and the other appears to be short and wide. Teachers ask children to demonstrate and explain the logic by which they reached an answer. They help children make connections between informal everyday language, such as "take away," and formal mathematical language, such as "subtract." They also use tools such as models, diagrams, and story problems to expand children's initial understanding of concepts such as subtraction. Teachers help children learn that in mathematics, many names can be associated with the same thing. For example, 4 is a digit, a quantity, a numeral, and an even number. Teachers model the appropriate use of mathematical language and provide many opportunities for children to develop mathematical language through experiences such as describing shapes as a process to understand geometry concepts; estimating quantities, distances, weights, and lengths of familiar objects when considering measurement concepts; and making predictions while using data. Teachers also know that invention, inefficiency, and error are a part of the process of developing mathematical ideas. Teachers recognize that understanding concepts, fluency, skill in developing and using strategies, adjusting ideas to work in particular contexts, and perseverance are all hallmarks of mathematical competence. They value each of these attributes of competence, understand their interdependence, and use knowledge of children's thinking to plan and implement instruction.

Accomplished early childhood teachers provide varied opportunities for children to explore mathematics. Teachers design mathematical tasks that engage children in doing mathematics in authentic ways. They encourage children to generate their own questions and then develop, explain, and defend their responses. They create rich environments in which children select from among manipulatives, mathematical tools, and technology as means to solve problems. Accomplished teachers encourage children to exchange ideas and strategies and to try different approaches to problems. Teachers scaffold learning in such a way as to help children reflect and gradually arrive at key ideas over time. They partner with parents and obtain community resources to expand where, when, and how children use mathematics.

Using all these strategies, the accomplished teacher supports young children's learning and their sense that mathematics is worthwhile.

Science

Accomplished early childhood teachers appreciate the ways that young children think about science. Teachers understand key elements in science and select science content that strengthens the cognitive capacities of learners. Teachers know that young children's dispositions toward science form at an early age, and they build skillfully on children's curiosity and wonder to help them organize and report their meaningful discoveries. They provide consistent opportunities for children to examine, explore, compare, classify, describe, and ask questions about their environment. They support children's growth in the ability to formulate and follow up on questions, and as children progress, teachers help them explore their world more systematically. Teachers understand the nature of scientific inquiry and the ways in which the scientific community works to test theories and build knowledge over time. Accomplished teachers use inquiry approaches to provide opportunities for children to learn scientific skills, such as predicting, observing, gathering information, inferring, generalizing, and analyzing data, to acquire the skills needed for inquiry and to create their own hypotheses.

Accomplished early childhood teachers are familiar with the major concepts of earth science (space, physical features, geological formations, forces of nature, and environmental science), physical science (motion and energy), and life science (plants and animals). Teachers are adept at teaching the unifying concepts and themes of science, such as systems, energy, and change, and they realize the significance of process standards to support those ideas.

Accomplished early childhood teachers help young children see the relevance of science. For example, when teaching life science, teachers might engage younger children in understanding the body through activities involving their senses and through stories, songs, and motions. Teachers might involve older children in earth science with a study of animal habitats or an investigation of the features of the natural environment outside the school. In physical science, teachers might begin simple investigations of the properties of water by having children observe an ice cube and tell what occurs when it is exposed to heat. The children might further explore water's states of matter by heating the water to see it evaporate or freezing it so that it will turn into a solid cube. In environmental science, the accomplished teacher might have children plant a garden or develop and observe a compost pile to learn how to recycle waste into useful fertilizer that helps save our Earth. Accomplished teachers understand that such hands-on activities help children make connections to the world around them.

Accomplished early childhood teachers know that young children typically have roughly formed notions about science. Teachers value the thinking processes behind children's naïve conceptions and design developmentally appropriate learning experiences to help children uncover explanations that are closer to scientific reality.

For example, teachers might guide younger children to discover the reason an item sinks is not because it is too big or, with older children, because it is too heavy. Teachers understand the complexity of concepts in science, and they take care to address the scientific process to help children understand those concepts. Teachers know what level of scientific terminology is challenging yet attainable for children of a given age. Teachers design learning experiences that help children uncover for themselves the counterintuitive nature of many scientific principles. Accomplished teachers understand that deep discussions can transform a class of children into a community of future scientists.

Accomplished early childhood teachers know that children need to know scientific facts as well as to practice scientific inquiry, and they create a program that balances both elements. They help young children become aware of the scientific nature of their questions, pursue multiple paths to investigate a problem, and raise new questions. Teachers also allow children to take control of investigations and extend them if they wish. Rather than having children simply execute prefabricated experiments, accomplished teachers use probing questions to steer children toward discoveries.

Accomplished early childhood teachers understand ways of using inquiry to engage children in hands-on science that supports the learning of scientific concepts and processes. They know that engaging children in science is foundational for developing children's ability to ask questions, conduct investigations, collect data, and seek answers. Teachers provide sufficient time to instill in children a deep understanding of essential scientific concepts rather than simply providing children with a superficial acquaintance with isolated facts. They help children develop acute observational skills and support children's emergent reasoning and problem solving about what they experience through their senses. In addition, they incorporate ongoing exploration, investigation, and inquiry in science as a consistent part of their curriculum. Teachers systematically plan instructional activities, some of which focus solely on science and some of which integrate science with other subject areas. Teachers are also adept at using teachable moments to steer children toward new knowledge. Accomplished teachers constantly research new knowledge bases and use technology and best practices to enhance children's learning in science. Accomplished teachers ensure that all children have an equal opportunity to engage in science as a means to understand better and enjoy the natural world.

Social Studies

Accomplished early childhood teachers know that social studies is the vehicle through which young children acquire knowledge of the past and the present and prepare for the future. They know that for young children, understanding social studies begins with fundamental questions about who they are and where they live. While supporting individual development and identity, accomplished teachers move children into and out of a variety of social groups in school and the broader community as a way of developing the sense of social identity essential for understanding social studies. Teachers nurture children's abilities to work collectively and make informed

decisions for the common good. Teachers' ultimate goal is to help children become responsible, productive citizens of their local communities, their nation, and the world.

Accomplished teachers are knowledgeable about the fields of history, geography, civics, and economics. They understand the connections among these fields and effectively integrate the scope and sequence of social studies across the curriculum in developmentally appropriate ways. Teachers take advantage of children's natural curiosity about the world to introduce them to the ways in which social science promotes understanding of different cultures, people, and places. Teachers know the common misconceptions children have within the social studies. For example, children might think that George Washington and Abraham Lincoln were friends or that all Native Americans live in teepees. Teachers are adept at teaching skills and concepts in ways that ensure the social studies are not viewed simply as factual recall. Accomplished teachers plan for active and authentic learning experiences; whenever possible, they use field trips, reenactments, and play to make social studies come to life. Through the innovative use of literature, technology, artifacts, and data from places such as historical societies and museums, teachers provide children with valuable opportunities to gain a sense of human existence in the past and the present. Accomplished teachers also encourage children to make predictions about the future.

Accomplished early childhood teachers strive to use children's natural curiosity to help them understand the concept of history. Teachers know that children need to understand their place in time and begin to comprehend how their lives are rooted in historical events. They use children's ability to recount stories as routes to understanding the concept of chronology. Teachers of younger children might ask them to develop a timeline listing the events of a day, week, or even a whole school year in chronological order as a way of giving children insight into the concept of how people, objects, and experiences change over time. Teachers of older children might focus on the technological advances made throughout history, such as innovations in transportation or communication. Accomplished teachers might use examples of how people have mailed letters over time, from the pony express to e-mail, to illustrate some of the ways that science and technology changed the lives of children's ancestors and continue to affect society today. Teachers help children develop a historical perspective on how our world is continuously evolving, and yet remains the same in many ways.

Accomplished early childhood teachers use developmentally appropriate strategies to help young children develop geographic concepts, and they provide opportunities for children to consider spatial relationships as a precursor to understanding the concept of location. Teachers find concrete ways to explain how people all over the world are connected to one another, including through the global economy. Teachers might prompt children to examine the labels on items such as their backpacks or their clothes to identify where they were made, and then pinpoint the items' sources on a globe or a map. Teachers might take children on walks to learn about their neighborhood, using directional words such as "left" and "right" or "north" and "south" to describe the orientation of traffic signs, buildings, and people.

To make these experiences even more meaningful, teachers might help children subsequently construct a model or map of the neighborhood and discuss what they observed.

Accomplished early childhood teachers use the concepts of civics and government to help children understand that in their learning communities, just as in their homes, there are rules, rights, and responsibilities that allow the members of the group to interact successfully. Teachers might regularly schedule meetings in which children interpret the classroom codes of conduct and discuss how to resolve issues. Teachers might guide children through the process of creating their own set of behavioral expectations and appropriate consequences for the classroom.

Accomplished early childhood teachers know that young children may be aware of and concerned about problems in their neighborhood or issues they have heard about through various media. Teachers help younger children begin to understand the role that local agencies such as fire and police departments play in addressing such problems. Teachers of older children help them understand the levels and functions of government and envision their role as citizens. Addressing issues related to governance helps children learn to solve problems in a way that benefits both themselves and the community.

Accomplished early childhood teachers help young children explore the principles of economics in the context of familiar experiences. For example, teachers might organize play stores, restaurants, and other appropriate economic venues to illustrate principles related to resources and consumption. Teachers might prompt children to create a class town with its own monetary system designed by the children, or might set aside certain days on which children are allowed to set up a business to sell something such as a craft item. Accomplished teachers hold discussions on such concepts as trade, wants and needs, supply and demand, and consumers and producers in order to help children understand that economics is part of everyday life.

Visual Arts

Accomplished early childhood teachers sensitively interpret the ways young children use symbols and patterns of artistic expression to communicate their ideas and feelings. They promote children's awareness and creation of the visual arts in ways that are developmentally and culturally appropriate. Teachers have a broad background in the arts which allows them to make visual arts an integral part of the early childhood curriculum; they are familiar with the unifying concepts of the visual arts, which include color, texture, line, symmetry, light, and shape. They are also familiar with various visual media, including drawing, painting, sculpture, and film, and they know some of the history of art in cultures throughout the world.

Accomplished early childhood teachers understand that creativity is at the heart of children's artistic expression. They provide opportunities for each young child to experiment with various tools, processes, and media, and they mirror children's joy and excitement as children share their resulting artwork with others. Teachers use art

materials, media, and concrete props with children as catalysts for talking and thinking about compelling design questions. They support artistic investigation and provide opportunities for children to observe, reflect, explore, and create using the visual arts. Accomplished teachers understand the ways in which eye-hand coordination and body-brain development are enhanced when children explore the visual world, and they can explain the many benefits of the visual arts to colleagues and families.

Accomplished early childhood teachers help children look at art, talk about art, create art, and develop an awareness of the visual arts in their everyday lives. They create environments in which play, both natural and virtual, serves as a context for engaging in artistic activities. Teachers help children analyze and evaluate the visual arts. For example, accomplished teachers of younger children might have them peruse multiple books by a single illustrator to highlight the use of color or line, whereas teachers of older children might engage them in comparing styles among multiple illustrators.

Accomplished early childhood teachers help children understand that there are many valid aesthetic approaches and responses to the visual arts. Whereas some children may consider a particular work of art appealing, others may find it unsettling. Teachers use examples from a variety of cultures to expand children's understanding of different approaches to beauty and aesthetic expression. They also help children appreciate beauty in the world around them and begin to manipulate their own aesthetic environments. For example, children may be encouraged to select and display their work throughout the community. Accomplished teachers value each child's developing appreciation of the visual arts and incorporate children's artwork in the classroom.

Accomplished early childhood teachers use the visual arts to extend other aspects of children's learning. They seek opportunities to creatively integrate visual arts content and skills in children's daily activities and learning. For example, in mathematics, teachers may have children draw or paint patterns. In social studies, children might design a flag or represent an aspect of their culture through various artistic media.

Music and Drama

Accomplished early childhood teachers recognize that the performing arts enable forms of emotional expression that may not be available in other parts of children's lives. They strive to support meaningful and developmentally appropriate opportunities for children to engage in both drama and music. They design activities that reflect the diversity of the children in the educational setting and the local community, and they involve families in performing arts activities.

Music is one of the first ways children experience communication—through lullabies, rhymes, or simple humming. Accomplished early childhood teachers know that music brings people together through song, movement, communication, storytelling, and performance. They provide young children with multiple opportunities

to explore music through singing, dancing, and listening as well as through the use of instruments. Early childhood teachers use music to enhance learning and development across the curriculum, and as a medium to develop skills such as body coordination and awareness, language, reading, memory, spatial reasoning, number concepts, and timing. Accomplished teachers also use music as a mnemonic device when teaching concepts such as counting, colors, relationships among ideas, and social skills.

Accomplished early childhood teachers know that listening is a fundamental musical skill to develop in young children. Listening is a nonthreatening way for a child to participate in music because no performance is involved, and listening to music helps children learn patterns of sounds and rhythms. Teachers provide frequent opportunities for children to listen to and appreciate music so that they can expand their store of musical experiences and develop a vocabulary for talking about music. Teachers introduce various rhythms, melodies, and tones and help children to discriminate differences in pitch, beat, and volume. They select music that represents the vast range of human experiences and musical traditions. Accomplished teachers also use music to enhance the study of other cultures and languages and to help children appreciate various musical forms and styles.

Accomplished early childhood teachers are familiar with the basic elements of music: rhythm, tempo, pitch, tone quality, dynamics, and harmony. They understand that music is a uniquely human enterprise which represents cultural, patriotic, and religious values; as well as the sense of a particular time or place and widely shared emotions and experiences associated with music. Teachers strive to integrate elements of music into the curriculum and daily routines. Accomplished teachers know that by listening to music, singing, playing instruments, and moving to music, young children develop healthy ways to interact and express themselves.

Accomplished early childhood teachers provide time, space, and materials so that young children can explore sounds and rhythms. Teachers provide young children with opportunities to practice vocal and instrumental sounds through solos and ensembles. Most children spontaneously express whole body rhythm activities through creative play, and accomplished teachers use this expressiveness as a transition to drama and the performing arts. They encourage children to create and move to music as well as listen to it. They may provide opportunities for children to express themselves by singing and playing musical instruments. Teachers help children to improvise short songs and instrumental pieces using a variety of non-traditional sounds such as paper tearing or pencil tapping; body sounds such as hands clapping or fingers snapping; and electronic sounds such as keyboards or synthesizers.

Accomplished early childhood teachers understand that drama is a process through which individuals enact ideas, wishes, and conflicts, often in symbolic form. They are familiar with the basic elements of drama, including plot, theme, character, language, music or rhythm, and visual elements such as scenery, costumes, and props.

Accomplished early childhood teachers know that acting out stories is characteristic of young children, and they understand that drama is one of the primary ways in which children learn about life. By creating and reenacting situations, playing different roles, exploring different viewpoints, interacting with peers, arranging the environment, directing the course of the action, and solving problems, children can make sense of their world. Teachers understand that for young children, drama is primarily an improvisatory process that fosters the physical, social, and emotional exploration of unfamiliar or challenging concepts or experiences within a safe environment. Accomplished teachers enhance the learning potential of dramatic play by encouraging children to reflect on the options they explore and the decisions they make.

Accomplished early childhood teachers design and select dramatic activities using their knowledge of child development, individual children, and the community in which children live. They provide opportunities, ideas, and props that extend play, develop imagination, and encourage creativity. They provide children with opportunities to use the processes of drama to extend learning in the subject areas. They choose activities that foster teamwork, character building, empathy, self-confidence, speech and language development, imagination, problem solving, memory, aesthetic appreciation, and fun. They encourage children to explore diverse roles, viewpoints, and motivations; to listen carefully to and interact sensitively with peers; and to adapt the environment to their imagination. Accomplished teachers guide older children in their ability to identify and compare similar characters, settings, and situations in dramatizations.

Health Education

Accomplished early childhood teachers are committed to promoting young children's health and well-being, and they place children's well-being at the center of the health curriculum. Teachers know that wellness results from the integration of the physical, cognitive, linguistic, emotional, social, and moral-ethical domains, and that daily practice of the basic health skills of communication, decision making, goal setting, stress management, and conflict resolution helps young children to be healthy. Accomplished teachers understand that good health supports children's progress in all areas of development and learning.

Accomplished early childhood teachers plan positive routines for play, work, rest, hygiene, and social interaction throughout the day. They implement skill-based instruction in health during play, meal, rest, and transition times. Teachers educate young children about their need for movement and play and help them develop effective strategies for maintaining wellbeing. Accomplished teachers teach and model daily health habits in nutrition, safety, hygiene, physical activity, relationships, rest, and quiet time.

Accomplished teachers plan opportunities for young children to explore the unifying concepts of health, such as the influences of families, peers, media, culture, technology, prevention, and habits, to inform their health practices. Through

instruction augmented by cues to action and ongoing feedback, teachers provide young children with opportunities to practice daily routines for personal health. For example, teachers may cue children to set goals for how many fruits and vegetables to eat every day and set goals for brushing teeth twice a day. They also encourage children to verbalize their needs, wants, and feelings in healthy ways, and have children differentiate when to make health-related decisions individually or with trusted adults and community helpers.

Accomplished teachers use instructional strategies such as graphic organizers, checklists, and hypothetical situations to help young children think about their personal health choices such as refusing offers of tobacco and alcohol or dialing 911 in emergencies. When young children are encouraged to share their reasons for healthy behaviors, they may be more likely to reduce health risks. Teachers might also use cooperative learning, problem-based learning, or service learning to support health practices across the curriculum and advocate for personal, family, and community health.

Accomplished early childhood teachers are committed to ensuring children's safety. They equip children with the skills and knowledge to be safe on the playground, in the classroom, at home, in their neighborhoods, and online. They shield children from harm and readily educate and warn them about unsafe activities and hazards in the immediate environment. Accomplished teachers might use role-playing, discussions, or modeling to empower children to say no to safety hazards, inappropriate touches, or unsafe acts.

Accomplished early childhood teachers are aware of patterns of behavior that indicate health-related issues, and they are alert to any shifts in young children's behavior, appearance, emotions, or academic performance that may signal problems. If they notice any potential warning signs, they follow up with detailed observation and then talk with children and, as appropriate, with families. Teachers pay close attention to children's health questions and concerns. They cautiously evaluate situations and then, based on their interpretation of the information they have gathered, they determine appropriate next steps. Teachers access up-to-date health-related information, products, and services to promote child health, and they team with other health and educational professionals to coordinate the necessary supports for each child.

Accomplished early childhood teachers reach out to families to promote healthy habits for young children and communicate with families to share information on developmentally appropriate health habits and wellness routines. Accomplished teachers can inform parents about the latest findings on the role that health plays on cognitive growth and development. They encourage parents to set goals to reduce the number of hours children spend in passive play with media and to increase the time children spend being active in order to increase focus and to reduce stress. Accomplished teachers work with families to encourage children to get sufficient sleep and adequate nutrition in order to be alert and ready for learning.

Physical Education

Accomplished early childhood teachers know that physical education has an important impact on the development of the whole child. They understand that gross- and fine-motor skill development, healthy lifestyles, body coordination, and social skill development are essential to growth. They are familiar with research showing that physical fitness supports children's academic progress, improves posture, and helps address the issues of childhood obesity, attention to task, and classroom behavior. Teachers provide well-balanced physical education programs in order to promote the well-being of children including lifelong physical fitness. They are advocates for physical education and ensure that children engage in movement activities through informal as well as formal means. For example, young children might explore shapes made by their bodies while balancing on one arm and one leg, or might move with varying speeds through circular pathways while manipulating a ball or scarf. Accomplished teachers might engage students individually or in groups to explore other movement concepts using equipment, props, artwork, stories, and music to inspire movement.

Accomplished early childhood teachers are familiar with the essential principles of physical education including intensity, frequency, duration, and patterns of movement. They know that children typically use a variety of games, sports, dance, and fitness activities to express energy and emotions and to explore body awareness. Accomplished teachers use direct instruction with specific feedback to help children practice and integrate a variety of psychomotor skills such as running, walking, skipping, kicking, and jumping. Accomplished teachers provide a variety of physical activities to increase children's coordination, balance, agility, spatial orientation, sensory development, and kinesthetic awareness. For example, they might use stability balls and balance boards to stimulate the body in ways that increase opportunities for sensory integration, which in turn maximizes children's growth and development. Children who are active on a daily basis can increase their confidence and understanding of who they are and how they grow.

Accomplished early childhood teachers provide sufficient time and varied settings for children's physical activities in the classroom and beyond, such as during recess, physical education, and outdoor field days. Teachers of younger children know that appropriate and frequent periods of physical activity are essential for developing fine- and gross-motor skills, including cognitive skills, and for satisfying the young child's need to be active. Teachers are creative and imaginative in seizing opportunities to have children dance, mimic animal movements and move during transition times by hopping, crawling, or dancing to the next activity. They ensure that children have appropriate supervision, and they model physical activity patterns for children.

Accomplished early childhood teachers recognize that children have different needs and limitations and that no two children are at the same level of physical development at the same time. Teachers accept children as they are and give them the experiences and opportunities necessary to learn the skills they need. Teachers work with physical educators, physical therapists, occupational therapists, nurses, and parents to provide movement and fitness opportunities for all children.

Accomplished teachers also help all children understand how to work and play with others who have physical or sensory limitations.

Accomplished early childhood teachers understand that games and sports help to teach rules and regulations as well as dispositions for cooperation, respect, and sportsmanship. Teachers provide time for cooperative and competitive games, outdoor play, movement relays, and free-choice activities as important ways to increase personal and social interactions and to help release tension in an enjoyable context.

Technology

Accomplished early childhood teachers use pedagogies that support young children in learning how to use technology as a tool and how to become critical consumers of technology. They evaluate technology as critically as they would any other learning resource, applying such criteria as whether or not the content is developmentally appropriate; linked to curriculum, goals, and learning standards; flexible enough to accommodate the individual needs of all children; and appropriate given the cultural context of the community, families, and children with whom teachers work. Teachers are purposeful in making decisions about when and how to use technology as a vehicle for learning.

Accomplished early childhood teachers are competent with an array of technology, including visual, audio, and assistive technologies as well as computer software and hardware. They are aware of the ever-changing nature of technology, and they stay abreast of new technological developments. Teachers know that technology, used appropriately, has the potential to positively influence children's development and learning.

Accomplished early childhood teachers understand the importance of interacting with young children as they explore technology, not only to protect the devices and ensure child safety, but to expand the learning opportunities that the technology offers. Teachers use various forms of technology to enhance children's natural sense of curiosity and ability to learn. Accomplished teachers understand young children's attitudes toward technology and their ability to interact with it. They also know how young children tend to engage with and think about technology and are familiar with the problems that children typically encounter. For example, an older child may think that calculators always provide the right answers, and a younger child may experience dissonance between the movement of the mouse on the table with the movement of the cursor on the screen. Accomplished teachers anticipate and resolve such issues.

Accomplished early childhood teachers show children how to use technology throughout the curriculum to identify, organize, communicate, collaborate, create, illustrate, demonstrate, research, and collect data as well as to produce presentations, artifacts, and documents. Accomplished teachers ensure that children understand how to use technology safely and cooperatively. Teachers can discuss technology using terminology that is both developmentally appropriate and accurate.

They facilitate children's use of technology to communicate within and beyond the classroom walls, to work collaboratively, and to support individual and group learning. Accomplished teachers find ways to personalize technology to assist the learning of each child.

Standard V

Assessing Children's Development and Learning

Accomplished early childhood teachers use assessment to support and guide young children's development and learning.

Accomplished early childhood generalists assess and document young children's development and subject matter knowledge. Assessment is a process through which teachers learn about children's social, cognitive, linguistic, physical, and emotional development by gathering and interpreting information. They ensure that assessment practices fairly and equitably focus on children's emerging capabilities. Teachers set clear purposes for assessment, systematically and efficiently employ a variety of developmentally appropriate assessment tools, and accurately interpret assessment data. They use assessment results to guide teaching and learning, a process which includes communicating assessment results in meaningful ways to children, families, and colleagues, and includes setting instructional goals.

Accomplished early childhood teachers make assessment a daily, ongoing activity that is embedded in the routines of teaching and learning. They know that assessment draws on insights from beyond the classroom. Teachers observe children throughout the educational environment and incorporate the observations of families and colleagues such as school psychologists, nurses, occupational therapists, social workers, and counselors. Teachers use what they learn from assessment as they plan and implement instruction.

Setting Clear Assessment Purposes

Accomplished early childhood teachers clearly articulate their purposes for assessment. They ensure that assessments capture information about the whole child for an array of educational purposes such as documenting children's achievement, evaluating the curriculum, and improving instruction. Teachers collaborate with young children and families when articulating learning goals and following the child's development in light of those goals, and they use well-defined purposes as a foundation for the assessment process.

Accomplished early childhood teachers purposefully focus on young children's development and their emerging subject matter knowledge. To develop a comprehensive picture of a child's social relationships, modes of learning, use of language, family priorities and resources, strengths, and any possible concerns,

teachers collaborate with the child's family and other professionals in addition to relying on their own data. Because they know that children's development is not linear, teachers attend to changes in the ways children think and behave over time. They trace the ways in which children engage in cross-disciplinary practices such as experimentation, problem solving, and using primary and secondary sources. Teachers stay informed about changing national, state, and local subject-matter standards, and they use these standards in combination with developmental milestones as lenses for analyzing children's progress. Accomplished teachers advocate for subject matter goals that are developmentally appropriate and meaningful.

Selecting and Using Different Assessments

Accomplished early childhood teachers draw on a professional knowledge base that includes research, standards, theory, and best practices related to assessment in order to achieve familiarity with the full range of available assessments. They judiciously select the appropriate tool for a given purpose based on a deep understanding of child development, their observations of specific children, and knowledge of the data that the assessment generates. Teachers know when to employ standardized assessments and when to use performance-based assessments. They understand the differences between formative and summative assessments and know when to employ each type. They use pre-assessments to determine a child's baseline knowledge or developmental level and post-assessments to determine whether a child has met a desired goal. Accomplished teachers collect samples of children's learning and development over time with tools such as anecdotal records and portfolios. They may use conversations as a way to gain invaluable information from a child or parent. They know how to develop meaningful and comprehensive checklists to observe specific skills, and they employ rubrics that clearly and comprehensively reflect the criteria for evaluating a specific task. Accomplished teachers ensure that assessments validly assess the skills they purport to measure; for example, a mathematics assessment may require a child to identify or draw shapes rather than merely asking questions about shapes. Accomplished teachers employ multiple assessments to discover valuable information about the whole child and to define and prioritize teaching, learning, and developmental goals.

Accomplished early childhood teachers do more than select the most appropriate assessments; they know the most effective ways to administer them. Teachers modify assessments for different learning modalities and developmental levels in ways that ensure individualization while preserving the integrity of the assessment. For example, a teacher might visually administer parts of a test to a child who is hard of hearing or might modify instructions for a child whose native language is not English. Teachers attend to equity not only in the selection of assessment tools but in the assessment environment; they understand that the context in which young children are assessed has an enormous impact on children's ability to demonstrate their knowledge and potential. When appropriate, teachers strive to elicit what a child knows by prompting, probing, and rephrasing.

Accomplished early childhood teachers ensure that their assessment practices are equitable and fair and that they meet the needs of diverse learners. Teachers construct, select, and tailor assessments so that every child has an equal opportunity to show what she or he knows and is able to do. Teachers allow for flexibility, giving children choice in how they demonstrate what they know. For example, children might be allowed to role play, draw, write, or make models to demonstrate their knowledge of the plant cycle. Teachers schedule assessments in ways that ensure all children have had substantial and differentiated opportunities to learn targeted skills before they are assessed.

Interpreting Assessment Data

Accomplished early childhood teachers are able to efficiently analyze, interpret, and summarize assessment data, including data from mandated, standardized, and performance-based assessments. When applicable, teachers use technological tools to organize and analyze data, and they collaborate with other professionals if they have difficulty interpreting certain data. When interpreting assessment results, teachers actively seek to determine whether the data present an accurate picture of a child's knowledge or development. They make this determination by applying different lenses, including their knowledge of planned learning outcomes and typical patterns of child development, plus their accumulated data on the individual child and that child's family and community.

Accomplished early childhood teachers are well informed about the nature of all early childhood assessments and the types of inferences that can validly be drawn from them. Teachers do not draw unjustified conclusions or over-generalize based on limited assessment results; rather, they make only those claims for which there is sufficient data. They evaluate their own assessments and remove any instances of bias that they identify. Early childhood teachers receive information from outside assessments, such as speech evaluations, and they critically interpret the results. To the extent possible, accomplished teachers rigorously appraise all assessment information that is used to determine a child's strengths and needs.

Communicating Assessment Data

Accomplished early childhood teachers know how to communicate assessment results clearly and meaningfully. They sensitively and accurately explain assessment results to children, families, and colleagues, providing evidence that supports their findings. For example, a teacher might share with parents that a child's gross-motor skills have advanced from hopping to skipping and would explain the significance of this developmental trajectory. Accomplished teachers frame their interpretations in positive language, emphasizing children's strengths and then explaining what next steps are needed. They document pertinent information and convey it as appropriate to other stakeholders such as next year's teacher or an occupational therapist. They understand the usefulness and limitations of results from mandated tests, and they help children and parents understand the purpose, results, and meaning of such

assessments. When in doubt, accomplished teachers seek guidance from colleagues on how best to communicate assessment results.

Accomplished early childhood teachers understand that assessment is a collaborative process. Communication among members of the educational team is essential for determining goals, planning for children's transitions from one setting to the next, developing educational plans, monitoring and revising these plans, and determining the need for additional services or supports. Good communication about assessment data is essential. Families need to understand the significance and limitations of test data, and children can use assessment data to evaluate their work and then set expectations based on their strengths and needs.

Using Assessment Data to Inform Teaching and Learning

Accomplished early childhood teachers view assessment data as the starting point for informing their teaching practices. They review assessment data critically and use the data as a basis for selecting instructional goals and objectives, organizing learning environments, selecting teaching and learning materials, creating flexible instructional groups, and planning and implementing instruction.

Accomplished early childhood teachers use assessment data to identify children whose development is outside the expected range. They can determine the nature of the necessary intervention, ranging from modifying the environment to referring the children for further evaluation. Teachers know how to implement an educational plan by including its functional goals and objectives into daily lesson plans and by making modifications and adaptations as necessary.

Accomplished early childhood teachers effectively participate in all team discussions about using assessment results in planning; they contribute insights based on observations of children's classroom behavior. They communicate with colleagues who are also currently working with the children, and those who will work with the children the following year. Teachers share documented information on children's behaviors, abilities, interests, and responsiveness to different instructional strategies.

Accomplished early childhood teachers encourage children to evaluate their own work as a way to take responsibility for their own learning and behavior. Teachers model for children how to design rubrics and use them to judge their performances on given tasks. Teachers provide opportunities for children to use self-assessment to set goals. A teacher might help younger children contrast their drawings of people made in September with drawings made in January and then decide how to develop their drawing skills in the coming months. A teacher might help older children select a piece of writing to reflect on, articulate the reasons behind the selection of that particular example, elaborate on the strengths and weaknesses of the writing, and use the results to determine the next writing goal.

Addressing Issues of Mandated Assessments

Accomplished early childhood teachers know the value and limitations of mandated assessments, which may or may not be standardized. Accomplished teachers understand that mandated tests, like all assessments, have specific purposes and that it is problematic to use them for purposes beyond those for which they were intended. Teachers realize that mandated tests may have minimal relevance for day-to-day instruction, but can be useful when a teacher is thinking cumulatively across years and across classes about the effectiveness of the curriculum. Accomplished teachers are aware of the controversies surrounding high-stakes tests, including using test data as the sole determinant for retaining young children in their current grade, and they assume an analytic stance toward the data that mandated tests provide. Accomplished teachers are able to draw on their knowledge of the test and their interpretation of the data to share well-warranted information with children and families.

Accomplished early childhood teachers may find themselves in situations in which a program, school district, or state mandates tests that fail to reflect the full range of children's learning and development or that are flawed in some other way. Teachers do their best to mitigate the detrimental effects of such practices. Teachers also stay informed about positive trends in the development of more comprehensive, meaningful, and constructive forms of observational and performance-based assessments for young children, and they actively advocate for changes in assessment policy so that testing practices are aligned with effective instructional practices.

Standard VI

Managing the Environment for Development and Learning

Accomplished early childhood teachers organize and manage the environment to promote young children’s development and learning.

Accomplished early childhood generalists skillfully manage all aspects of the learning environment, both tangible and intangible, to create a supportive yet challenging climate that is conducive to young children’s development and learning. The tangible aspects include the overall space in which learning takes place and the physical structures and learning materials deployed within that space. The intangible elements include the time in which learning unfolds, the emotional climate in which it takes place, and the management techniques that teachers use to integrate all resources in an effective way. Accomplished teachers foster learning in a variety of settings in addition to the classroom, and when they encounter drawbacks over which they do not have direct control, they find ways to make creative adaptations or to advocate for improvements.

Accomplished early childhood teachers apply their foundational understanding of the whole child, diversity, and subject matter in order to create an environment that is conducive to young children’s play, socialization, learning, and development. Teachers understand that the goal of a well planned physical environment is to support independent learning. Teachers analyze children’s social, cognitive, linguistic, physical, emotional, and ethical development when designing the environment to meet their diverse needs, including exceptionalities. Teachers apply knowledge of core academic subjects, the arts, health education, physical education, and developmentally appropriate practices when designing spaces, selecting resources, and managing time. Accomplished teachers draw upon professional knowledge, including research findings, to support the design and management of the learning environment.

Designing the Physical Space

Accomplished early childhood teachers ensure that within the learning environment, the temperature, furniture arrangement, noise levels, and visual displays are conducive to the learning and development of all children and that the space is organized to allow for easy and safe movement from one area to another. Teachers provide multisensory learning opportunities, and they take into consideration

attributes such as cleanliness, order, comfort, and beauty as well as function. They continuously evaluate the appropriateness and effectiveness of the environment and modify it as necessary. They work with colleagues, other professionals, children, and families to create environments that reflect the diversity of the community; for example, preschool children could be encouraged to stock the housekeeping area with food boxes, utensils, and items of clothing that represent their home cultures.

Accomplished early childhood teachers use the physical environment to support children's growth in all the inter-related domains of human development. They design meaningful learning environments that support the strengths, interests, and needs of individual learners within a group context. Teachers create indoor and outdoor spaces that are conducive to movement, rest, play, fine- and gross-motor development, health, and fitness. They provide children with spaces that allow for oral and written communication, layouts that enable collaboration, and areas that allow for reflection on activities or regrouping after a challenging experience. For example, the classroom might have a quiet area with pillows where children can read, reflect, or simply relax.

Providing Learning Materials and Resources

Accomplished early childhood teachers are resourceful in creating, selecting, combining, and adapting a wide variety of appropriate materials that assist children in their development and learning. Teachers know that young children build understanding from the concrete to the abstract and from the simple to the complex, and they use this understanding when sequencing materials. They ensure that younger children have early access to materials that make it relatively easy to encounter and work with foundational ideas, such as objects that support initial counting and one-to-one correspondence. As children grow older, teachers provide them with materials that encourage higher-level engagement with the same ideas. When considering learning materials, accomplished teachers take into account many criteria including safety, developmental appropriateness, quality, durability, affordability, flexibility, and aesthetics.

Accomplished early childhood teachers carefully select materials such as books, music, manipulatives, visuals, and technology that are current and accurate and which enhance the curriculum. Teachers select materials that are developmentally appropriate and diverse in nature and that will enhance children's self-images; items such as books, dolls, and puppets reflect the class's diverse makeup as well as the composition of the broader society. They ensure that the language and images in the materials do not depict any group or individual as less capable than another or in stereotypical ways. Teachers select materials which show individuals demonstrating positive leadership, democracy, and cooperation; for example, individuals in a computer game might accept responsibility, solve problems, and settle disputes in a creative manner to which children can relate. Accomplished teachers evaluate possible materials to determine whether they are likely to encourage critical analysis and broaden children's outlook on the world.

Accomplished early childhood teachers organize materials in ways that make them easy for all children to access. Teachers teach children to use materials appropriately and to work as a team to ensure that materials are ready for classmates the next day. Teachers label shelves and containers with pictures and words in English and also, where possible, in children's home languages, in order to support children's independence in accessing materials and returning them to their proper place. Teachers arrange materials in ways that pique curiosity and wonder. They ensure that children encounter the tools and representations that are commonly employed in the subject areas, such as calculators, globes, and magnetic letters.

Accomplished early childhood teachers integrate technology throughout the curriculum and the daily routine in ways that support and extend traditional resources and help children become lifelong learners in an ever-changing world. Teachers carefully position technology in ways that allow easy access for children, including children with physical challenges. In addition, teachers provide enough space so that children can easily collaborate when using technology, for example, by equipping the computer table with multiple chairs. Accomplished teachers ensure that all technology is developmentally appropriate, safe, carefully selected, and used appropriately by children to enhance the curriculum and address developmental objectives.

Accomplished early childhood teachers conscientiously manage time as a resource in order to meet the needs of young children. Teachers structure time in such a way as to provide a clear framework for each school day, and they organize temporal transitions between learning activities, including *down time* when children can reflect and rest. Accomplished teachers provide sufficient time for reading and writing, social conversation, play, collaboration with others, learning new things, and building on prior knowledge. Teachers recognize that schedules should accurately embody curriculum priorities and that children need sufficient time on task in order for learning activities to be meaningful. Teachers build flexibility into schedules so that they can respond to children's spontaneous need to ask questions, their tendency to stop to ponder, and their desire to interact with other learners. They help children adapt to unscheduled events that may occur such as a fire drill. They use developmentally appropriate methods to help children understand schedules. Schedules for younger children might consist of symbols for the day's activities paired with pictures of clocks showing the times. Schedules for older children might consist of standard written lists of activities next to standard times.

Managing Play in the Learning Environment

Accomplished early childhood teachers value young children's play as a powerful facilitator of growth, development, and learning across all developmental domains. Teachers thoughtfully organize safe and inviting indoor and outdoor environments, managing them to promote productive play. Because play has a central role in achieving a balance among the cognitive, emotional, and physical areas of the curriculum, accomplished teachers provide adequate time and space for young children to engage in play.

Accomplished early childhood teachers take into consideration children's ages, abilities, and cultural backgrounds when selecting materials and equipment for play. Teachers know that culturally reflective play materials will help young children understand the values of their communities, and teachers are careful to avoid stereotypes in all materials. Accomplished teachers select play materials that can be adapted to different age and ability levels because they understand that developmental differences across one year can be vast. Teachers also make necessary accommodations and adaptations for children with exceptionalities. For example, a child with a wheelchair can partner with another child when returning play equipment to a shelf or bin. Accomplished teachers provide a variety of equipment and materials that stimulate imagination, language development, independent activity, and social interaction.

Accomplished early childhood teachers provide adequate time, materials, and equipment for large muscle play in order to give children opportunities to express their emotions and to develop muscle strength, coordination, and balance. Accomplished teachers equip the play environment with materials from a wide variety of sources: commercial, found, and teacher-made. They select and arrange a variety of materials that allow for a range of uses, from basic to increasingly complex.

Managing the Learning Environment

Accomplished early childhood teachers appreciate the connection between the composition of the learning environment and the management of learning. They create arrangements of materials that are likely to encourage productive social dynamics and manage the learning environment so that space is conducive for either independent or group work. The teacher might set up a variety of learning centers in the classroom and then let children decide where to go by placing pocket charts containing children's names and the names of centers at a level where children can reach them easily. This strategy would help manage the flow of individuals to various centers in the room, and would foster both independence and critical thinking skills by allowing children to make choices. Accomplished teachers provide a mixture of regular classroom routines, which give children a sense of security, and unstructured experiences, which foster independence. The blend of structured and unstructured activities helps children experience success and thus perceive themselves as competent.

Accomplished early childhood teachers manage the social and emotional climate as well as the physical elements of the learning environment. They manage engagement, opportunities, and interaction to establish a climate that is focused on development and learning. Teachers are highly effective when responding to misbehavior and actively consider the social and emotional context in which such behavior occurs in order to ensure that the learning environment is as conducive to productive behaviors as possible. Teachers partner with young children to manage the classroom. They ensure that children understand the rationale for routines and rules, and they model productive ways for children to engage in learning, take responsibility for their learning, and engage with classmates. Accomplished teachers

use modeling to create a risk-free climate in which all children are able to exhibit their individuality and to understand that making mistakes is an acceptable part of the learning process.

As accomplished early childhood teachers manage learning environments, they demonstrate genuine care and respect for young children, and they encourage children to show concern and respect for their peers and adults and for equipment and materials. Accomplished teachers act in ways that earn respect from children and families. They understand the importance of the child-teacher relationship, especially when children are initially adjusting to formal educational settings. Accomplished teachers gradually help children move from dependence on adults to reliance on peers and themselves. For example, when a child first comes to school and spills something, the teacher leads in cleaning up; however, the teacher quickly transfers the responsibility to the children.

Accomplished early childhood teachers know how to collaborate with others in order to manage time, materials, and space in an array of environments including homes, classrooms, playgrounds, and various sites in the community. Teachers are able to create a sense of community among children, families and volunteers, co-teachers, and other professionals. Accomplished teachers cultivate respect, support, and mutual acceptance across all learning environments. They effectively address the array of situations, be they typical or unexpected, potentially adverse or favorable, which arise in different settings so that children are safe and able to learn.

Standard VII

Planning for Development and Learning

Accomplished early childhood teachers plan for children's development and learning by setting developmentally appropriate goals and designing learning activities to achieve those goals.

Accomplished early childhood teachers responsibly and systematically plan for young children's learning and development with clear goals and objectives in mind. The planning process incorporates assessing what children know, setting challenging yet attainable goals, and designing learning activities that help children achieve those goals. Teachers use their professional knowledge of child development, the diverse needs of the individual children in their class, and learning standards to select and design appropriate activities, resources, and formal and informal assessments. Accomplished teachers plan instruction with attention to foundational concepts and to the whole child, and they ensure that children have substantial opportunities for learning in all subject areas.

Setting Goals and Objectives

Accomplished early childhood teachers focus on a variety of dimensions when setting goals and objectives for young children. They focus on each child's entering developmental level to set individual goals, and they consider children's shared needs to set group goals. Teachers consider children's prior knowledge in relation to curriculum content and standards, and they take into consideration the academic and social context in which they teach. Teachers respond sensitively when collaborating with families to determine appropriate outcomes for children; and they guide children and families to set challenging, yet achievable, goals. Accomplished teachers make well-balanced decisions based on research and theory, their professional experience, and their knowledge of children and proven practices; and they collaborate with colleagues to articulate goals for teaching and learning.

Accomplished early childhood teachers are skilled at sequencing goals. They strive to achieve a firm understanding of where children are now and what children's needs are for future growth. As often as possible, teachers integrate children's interests within the framework of curricular and developmental goals. Accomplished teachers establish logical links between short- and long-term goals and objectives. When setting goals, they apply the knowledge that young children build understanding from the concrete to the abstract, from whole to part, and from the simple to the complex.

In sequencing goals for mathematics learning, for instance, accomplished teachers might introduce the concept of fractions with manipulatives such as paper strips, then move to less concrete representations such as drawings, and finally make the transition to abstract numerical symbols.

Accomplished early childhood teachers understand the range of development that is typical for a given age group. They set goals and plan for children whose development falls outside this range. They collaborate with a variety of specialists, including health professionals, teachers of children with gifts and talents, and psychologists to skillfully differentiate learning experiences for children with exceptionalities. Teachers know that families have insights into children's functioning and adaptation that may not be manifest in the school setting. Consequently, teachers make special efforts to learn from those families in order to involve them in decision making and goal setting.

Designing and Selecting Activities and Resources

After setting goals, accomplished early childhood teachers design and select developmentally appropriate activities, resources, experiences to help children reach those goals. They are proactive when designing and selecting instructional activities and resources. They anticipate learning outcomes, child engagement, and possible misconceptions related to activities, including play activities. When designing learning experiences, teachers consider the kinds of activities that spark children's excitement and enjoyment. Accomplished teachers use foresight to gather resources and consider social arrangements in order to increase the likelihood that children will experience success.

Since play has a key role in integrating young children's development, accomplished teachers design play activities that help children process life experiences and understand content across the curriculum. Teachers design a dramatic play area that offers opportunities for young children to develop socially, cognitively, linguistically, physically, emotionally, and ethically. (See [Standard VIII—Implementing Instruction for Development and Learning](#).)

Accomplished early childhood teachers design activities in ways that ensure equitable participation for diverse learners, including those who need special support. Accomplished teachers understand that individual young children develop in different ways and at varying rates. They also understand that children learn and express themselves best through different modalities; whereas some are primarily verbal learners, others learn best through music, art, or movement. Accomplished teachers devise learning activities that can be differentiated to accommodate all learning styles, and they construct multiple entry points so that all children can participate. Furthermore, they are sensitive to the cultural diversity in their classroom when planning and developing learning activities, and they find ways to embed cultural resources in the classroom.

Accomplished early childhood teachers design learning activities that are coherent and connected. They ensure that learning unfolds in logical ways across

days, months, and beyond. They plan thematic units that seamlessly connect ideas from different subject areas, and they develop authentic experiences that help children appreciate that what they are learning relates to the world beyond the educational setting. Accomplished teachers design and select activities that move learners from less to more complex levels of thinking. As young children begin to acquire information, process knowledge, and develop their meta-cognitive skills, teachers plan activities and events that help young children develop their skills of remembering, understanding, applying, analyzing, evaluating and creating. They encourage discovery, problem-solving, and critical and creative thinking. When relevant, accomplished teachers integrate technology into instruction. For example, after studying ecology the teacher could provide opportunities for children to create interactive games or presentations that demonstrate their understanding of ways to reduce, reuse, conserve, and recycle.

Accomplished early childhood teachers are knowledgeable about a broad range of instructional resources. They evaluate resources according to a range of criteria: child safety, age appropriateness, applicability to different disciplines and learning goals, potential for multiple forms and levels of engagement, and relevance to young learners' interests and prior experiences. They are adept at selecting, combining, adapting, and creating print and non-print media resources, including current and emerging technologies. When technology resources are scarce, accomplished teachers find creative ways to ensure that young children have equitable access. Teachers collaborate with colleagues to critically analyze curriculum resources such as textbooks, adapting and using the suggested activities to support developmentally appropriate and culturally sensitive learning experiences. Accomplished teachers continually seek out and review new books and games, various forms of technology and media, and manipulative materials. They also find new ways to use familiar items in the classroom. When evaluating, selecting, adapting, and using instructional resources, accomplished teachers may consult with children, families, colleagues, and community partners.

Accomplished early childhood teachers use community resources to enrich learning experiences for young children. They involve older siblings or schoolmates, parents, colleagues, and other community members to enhance classroom learning experiences. They plan ways to connect children to the community, both by taking children into the community and by inviting community members into the educational setting. A teacher might set up a regular Saturday event in a local bookstore in which children and parents meet to enjoy stories and encounter new children's books. The teacher might also invite local artists to display their work in the educational setting. Accomplished teachers monitor news events and developments in sports, the arts, and popular culture that interest children; then they plan appropriate ways to use these elements to enrich instruction.

Accomplished early childhood teachers plan for a variety of flexible grouping strategies, from whole-class to small-group, partner, and individual activities, in order to facilitate classroom management and to improve learning. Teachers use grouping for many purposes, such as enhancing both cooperation among children

and individual autonomy. They have many ways to think about grouping, including children's interests and learning styles, and how groups necessarily change over time. An accomplished teacher might plan an activity in which members of a small group practice waiting their turns, speaking one at a time, and listening and repeating what others have said as a means of developing group social skills. Teachers' plans include teaching children to use a combination of mutual and individual responsibility to solve problems and resolve conflicts. When grouping, teachers take into account children's personalities, how children get along with one another, and individual learning styles in order to maximize children's productive engagement in learning. For example, after grouping a child who is especially adept in a certain subject area with peers who need extra support, an accomplished teacher would carefully monitor the arrangement to ensure that the expert child is being sufficiently challenged and that the other children are having sufficient opportunity to learn rather than relying on their classmate to do the work. Accomplished teachers also consider equity, fairness, and diversity when grouping.

Standard VIII

Implementing Instruction for Development and Learning

Accomplished early childhood teachers skillfully implement strategies and use resources to support young children’s development and learning.

Accomplished early childhood teachers are highly skilled at promoting young children’s ongoing development and learning. They are able to simultaneously manage multiple aspects of teaching including time, materials, and social dynamics to facilitate children’s success and their enjoyment of learning. Accomplished teachers advance development and learning through a variety of strategies and resources, including play and appropriate use of technology, which foster children’s active engagement and ensure that all children achieve. Accomplished teachers challenge and support every child, closely monitoring individual responses to instruction in order to make learning and information accessible to all.

Setting, Communicating, and Monitoring Expectations

Accomplished early childhood teachers act on the belief that every child can learn. They set high but achievable expectations that are developmentally appropriate, fair, and equitable, and which take into consideration young children’s cultural and family backgrounds. Teachers model and explicitly discuss expectations, and they actively inform children and families of their expectations, using channels such as parent nights, newsletters, morning meetings, and other forms of communication. Accomplished teachers know that setting and communicating expectations is not enough; they must also continuously monitor progress in relation to expectations and make appropriate adjustments. Underlying all expectations is the belief that the goal of the teacher is to empower children to act, make decisions, and take responsibility for their learning and behavior.

Engaging Children in Learning

Accomplished early childhood teachers understand that young children are active learners, and they are adept at finding ways to increase children’s engagement in learning. Teachers understand the importance of discussions in helping children form, extend, and refine their theories and explanations. Teachers help children develop communication skills, teaching and modeling the importance of listening carefully and responding thoughtfully to the topic at hand. Accomplished teachers

patiently and skillfully help young children learn how to formulate questions, think through their ideas, pose additional questions, unscramble confusions, and develop their own hypotheses. Teachers facilitate problem-solving experiences that promote children's critical thinking skills. At a basic level, they may have children provide a summary or synthesis of what they have learned. At a higher level, teachers may ask questions that help children consider new perspectives, extend or clarify an idea or concept, or develop deeper or more diverse understandings of a phenomenon. Accomplished teachers model strategies for organizing and synthesizing information, allowing children to begin to construct their own knowledge base and generate their own understanding of the world around them.

Accomplished early childhood teachers use a variety of techniques to engage young children. They use proximity to children as a motivational technique, vary their volume and intonation when speaking, and employ facial expressions and body language to express ideas and emotions. Teachers model enthusiasm, energy, and willingness to try new ideas and activities. They capitalize on children's interests; for example, a teacher might bring in a magazine about horses to encourage horse-lovers to read or incorporate children's names into a mathematics problem. Teachers encourage children to assist classmates who are struggling to master new information or skills. For example, in the case of a child who is having trouble understanding when to use a period, the teacher might encourage a classmate to relate the analogy that a period is like a stop sign. Accomplished teachers monitor children's emerging or waning interests, and they alter plans to find new ways to engage children in the moment.

Accomplished early childhood teachers assess young children's progress and use immediate feedback to enhance ongoing learning. Teachers convey feedback through words, gestures, and facial expressions that children will readily understand. Accomplished teachers identify the specific ways in which children are succeeding and concrete ways in which they can improve. In addition to providing children with feedback on all areas of their development and learning, accomplished teachers ask children to evaluate learning activities, and they use children's responses to improve their teaching.

Accomplished early childhood teachers know how to make learning enjoyable for young children by using humor, showing affection, expressing wonder, and sharing their own learning experiences. For example, a teacher might explain to reluctant readers that the teacher did not enjoy reading as a child until encountering books about a favorite subject. Teachers know how to motivate children by appealing to their pride in meeting a challenge; they might explain empathetically that although some types of learning can be hard work, perseverance can lead to a sense of accomplishment and joy. Accomplished teachers understand the social and emotional aspects of learning, and they are adept at manipulating these aspects in productive ways. They do not merely interact with children cognitively, but rather create a caring community that makes children feel valued by teacher and peers. They show children that while learning is important, it does not always have to be serious, and when children share jokes, teachers laugh. Accomplished teachers do not always act like

experts; sometimes they act as if they do not understand something and let children explain. Accomplished teachers find enjoyable ways to give children choices; for example, they might let children decide how to greet the teacher in the morning, thus making the process of entering classroom fun, an especially useful strategy to use with young children who experience anxiety about coming to school.

Using Strategies to Foster Children’s Learning and Development

Accomplished early childhood teachers use a variety of strategies to foster young children’s learning and development. They understand that teaching must be intentional and multi-faceted. They are responsive to ongoing teaching interactions and take advantage of teachable moments that allow children to gain the most knowledge from their experiences. Accomplished teachers use an extensive repertoire of instructional strategies, including explicit and indirect, formal and informal, inductive and deductive, and teacher-directed and child-selected. Accomplished teachers differentiate instruction to meet individual needs while maintaining high expectations for all, and they encourage children to take responsibility for their own learning.

When implementing instruction, accomplished early childhood teachers know when it is appropriate to modify or change their plans in the moment. They closely monitor the learning environment in order to continuously re-evaluate each individual’s progress and the group’s dynamics, and they provide support as needed. Teachers know when a child simply needs more practice in order to master a skill and when the teacher needs to re-teach on another day or employ a different approach. Accomplished teachers are adept at listening to young children’s conversations and using the insights they gain to further everyone’s understanding.

Although accomplished early childhood teachers recognize that there are certain uniform standards that every young child must meet, they are also cognizant that children follow different paths to meet those standards. Teachers differentiate instruction to maximize each child’s learning. They modify their approaches to instruction in response to such features as children’s developmental levels, learning styles, skills, abilities, exceptionalities, culture, and English language levels, and they help each child move to the next level of proficiency.

Accomplished early childhood teachers implement instruction that is meaningful to the learner. Teachers draw on their past experiences, along with their knowledge of child development and core subject areas, to develop an ongoing mix of activities that allow children to begin creating their own understandings. Teachers model the kinds of creative-thinking and problem-solving skills that will enable children to become successful in their own endeavors. Teachers are skilled at observing, listening, facilitating discussion, orchestrating play, creating a positive learning environment, asking questions, adapting resources and routines to new uses, and helping children make connections with past ideas, experiences, and bodies of knowledge.

Accomplished early childhood teachers understand the value of using a variety of student grouping patterns to facilitate young children’s development and learning,

and they perceive grouping patterns as flexible and fluid. Teachers evaluate grouping patterns according to various criteria, including their relevance to children's skills, abilities, knowledge, and interests, and they sometimes allow children to make choices and move freely among groups. Teachers monitor groups, and they deftly make modifications based on their insights. They sometimes change the configuration of a group in order to meet the needs of an individual child, and at other times they make adjustments to ensure the cohesiveness of the group.

Accomplished early childhood teachers help all children take responsibility for making appropriate choices about how they spend some of their time each day, how they respond to learning experiences, and how they evaluate their own work. They observe every child's interactions and discourse carefully, and they then find meaningful ways to encourage every child to elaborate on, reflect on, change, or refine his or her choices. Accomplished teachers also know when to hold back and let young children pursue their own interests, answer a question, resolve a difficulty, or pursue a discussion on their own.

Accomplished teachers recognize the many ways in which communication is central to learning in early childhood. They know that competence in receptive language precedes competence in expressive language, and they meet each child at her or his stage of language development. Teachers modify instruction in relation to children's differing degrees of English language competence while simultaneously encouraging children to enhance their communication skills. Teachers model the use of enriched vocabulary, and they encourage children to talk in order to improve their communication skills and to share their needs and wants, thoughts, and experiences. Teachers create an appropriate balance of interaction between their own talk and the children's talk. Accomplished teachers skillfully incorporate techniques such as wait time, active listening, turn and talk, sharing, and play in order to enhance communication.

Facilitating Play

Accomplished early childhood teachers understand that play enhances all areas of young children's development and learning, and they provide ample opportunities for various kinds of play throughout the school day. Teachers help children use play as a vehicle for processing emotions and for developing social skills such as cooperation and communication. Accomplished teachers also use play to help children develop cognitive skills, such as perceiving connections among curricular areas, making their first attempts at symbolic representation, solving problems, and developing higher-order thinking skills.

Accomplished early childhood teachers are aware of the role of play in social development. They understand the ways in which play can help children begin to deal with issues of justice and fairness, and they know that play provides opportunities for children to practice generosity, fairness, tolerance, understanding, and other key social-development traits. Accomplished teachers help children manage frustration when they play. If a game does not work out the way a child wants it to, an

accomplished teacher can help the child distinguish between a disappointment that needs to be accepted and an injustice that should be remedied.

Accomplished early childhood teachers create an environment that stimulates discovery and imagination through different forms of play, including indoor and outdoor play, solitary and cooperative play, dramatic play, block play, and directed and free play. Building on children's interests and the curriculum, teachers create a variety of dramatic play settings, which they encourage children to personalize with objects from home or props they craft themselves at school. Early childhood teachers provide opportunities for children at all developmental levels—not just the youngest children—to make sense of their world and gain new knowledge through the manipulation of realia, dress-up clothes, and writing materials relevant to each dramatic play setting. For example, a teacher might create a veterinary hospital stocked with books about various pets, play medical instruments, and medical history forms for children to complete.

Accomplished early childhood teachers understand the dynamics of play. They know that children need to warm up before they can settle into productive activity; therefore, teachers provide children with sufficient time for play. Teachers understand the ways in which children move in and out of various scenarios, for example, by leaving the group that is acting out a medical emergency when the restaurant group suddenly seems more appealing. Teachers also know that children come in and out of role playing, sometimes stopping in mid-sentence to make a pronouncement in their “real” persona.

When appropriate, accomplished teachers join children in their play, modeling the behaviors and language appropriate to the roles assumed. Teachers understand that some children have a hard time gaining access to play for reasons such as their gender, shyness, or limited prior play experience; teachers are constantly on the alert for evidence of such challenges and, when necessary, will help a child become involved. Teachers sometimes join children to enrich or elaborate an activity or modify a scenario to make it more accessible. They actively manage play so that it stays within the boundaries of safety and reasonableness. They attend to children who may reach levels of exuberance that are not appropriate to the space or that are potentially harmful to themselves or others, and they organize play so that it does not perpetuate or engender divisiveness. Accomplished teachers train paraprofessionals and volunteers who work directly with children about what to look for during play and when and how to intervene effectively.

As keen observers of children, accomplished early childhood teachers draw inferences from young children's behavior during play. Teachers understand that some play is purely for enjoyment, and they may subtly intervene to help certain children join in the spirit of fun. Teachers also know that children often use play metaphorically, to act out a range of emotions and ideas. Teachers interact strategically in more conceptual or emotionally significant play; for example, they might use a game to extend a concept taught in an earlier lesson. Even when accomplished teachers refrain from direct involvement in children's play, they are not disengaged or passive.

They use their observations to gather information about the children and to inform their design of future activities.

Accomplished early childhood teachers advocate for play. They have a clear rationale for the allocation of time for indoor and outdoor play, and they can articulate this rationale to families, colleagues, administrators, and other stakeholders. They can explain the educational value of play and the ways in which play can provide a valuable balance to the media and technology to which children are routinely exposed. Accomplished teachers can explain when it is appropriate for children to engage in competitive team sports and how children can gain access to safe and well-equipped play.

Using Resources to Support Learning

Accomplished early childhood teachers know that the importance of an instructional resource lies not in the tool itself but rather in the way it is used to support development and learning. Teachers guide young children to use resources in ways that promote positive outcomes. However, accomplished teachers also understand that children's creativity and curiosity may lead them to use materials in ways that are novel and unexpected but just as productive as more typical uses. In all cases, accomplished teachers carefully observe children as they interact with instructional resources, understand the educational implications of these interactions, and know when and how to adapt or supplement resources in order to meet children's diverse needs.

Accomplished early childhood teachers appreciate the ways in which their actions can enhance or diminish the effectiveness of particular instructional resources. They encourage young children to discover relationships among objects and resist showing those relationships when children do not initially perceive them. If a child needs prompting, the teacher provides just enough information to re-engage that child in independent exploration. When planning to use an especially novel or attractive new resource in a learning activity, teachers often allow young children to freely explore the resource first so they will not be distracted when asked to deploy the resource for a particular purpose. Accomplished teachers are adept at using materials, schedules, groups, tasks, roles, and time to increase children's learning.

Accomplished early childhood teachers use materials in flexible and innovative ways. They skillfully exploit readily available resources rather than depending solely on commercially packaged materials. If, as a project evolves, children need additional tools or materials, accomplished teachers expeditiously secure those resources. Accomplished teachers also find creative ways to draw on children's imaginations to create resources. For example, a teacher might provide scrap paper and scissors, giving children the opportunity to make their own books about a concept they have just learned.

Accomplished early childhood teachers establish and maintain constructive procedures for using instructional resources. They make certain that young children

know how to use materials safely, and they monitor the learning environment to ensure that children routinely employ the materials in appropriate fashion. When necessary, accomplished teachers restate the rules for using particular materials and revisit the reasons for such rules. They show approval when children use materials in ways that ensure those resources will last. Teachers kindle an ongoing sense of shared responsibility for organizing and sharing materials.

Integrating Technology into Instruction

Accomplished early childhood teachers use a variety of technological tools, such as video, audio, and digital materials, to enhance the curriculum. They help young children begin to use technological reference sources such as computer software, the Internet, and emerging technologies to gain information. Teachers use technology in all subject areas, not just academic subjects. For example, teachers might use programs to monitor children's heart rates or to help them count how many steps they take during the school day. Teachers incorporate various types of technology, including assistive technology, to differentiate instruction as it unfolds. For example, a teacher might use a toy phone with a prerecorded message to help a nonverbal child participate in circle time, a calculator to check a computation, or the corresponding audio book when a child selects a storybook to read.

Accomplished early childhood teachers use technology flexibly, adapting to situations as they arise, troubleshooting problems, and smoothly switching to backup plans if technology malfunctions or fails to support the desired outcome. They continually check to ensure that technology is functioning properly. For example, if a teacher uses a microphone and speaker to communicate with a child who is hard of hearing, the teacher periodically checks to confirm the device is meeting the child's needs. The teacher also makes sure that children operate technology tools correctly and safely, whether they are using computers, karaoke machines, or grow lights for plants. Teachers clearly explain and model each step of use, from set up to completion, and they are sensitive to young children's misunderstandings or anxieties about using unfamiliar technologies. Accomplished teachers explain to young children how to use the Internet safely and how to become critical consumers of information obtained through Web sites.

Accomplished early childhood teachers help families understand that young children can use technology for more than play. They hold parent-information nights to share how children use specific programs, for example to type journal entries or to illustrate their stories. Accomplished teachers encourage parents to explore technology so that they understand its significance to children. Teachers also share developmentally appropriate Web sites with parents so they can reinforce specific skill development at home.

Standard IX

Reflecting on Teaching Young Children

Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children’s development and learning.

Accomplished early childhood generalists routinely engage in the process of reflection to reconsider their prior knowledge in light of experience and to inform and improve their practice in the future. Reflection is a self-analysis and retrospective consideration of one’s practice, and teachers see reflection as a purposeful and necessary endeavor. Two foundational purposes that guide accomplished teachers’ reflective routines are to improve teaching and to steadily grow in professional knowledge and skill. With these purposes in mind, accomplished teachers focus on particular aspects of their teaching as well as on overarching elements of their professional work, such as the ways in which it advances equity, diversity, and fairness and the quality of partnerships with parents and the wider community. Accomplished teachers reflect in order to optimize the way in which their instruction supports children’s development and learning, to critique the assumptions underlying their teaching practices, and to make the rationale for their teaching explicit. They also understand that reflection is a way to assess the strengths and weaknesses of their knowledge and skill. They take action in light of their reflection to improve their knowledge as well as their teaching, by delving into professional literature, engaging with colleagues, and perhaps designing classroom-based action research projects to change their teaching for the better.

Engaging in Reflection

Accomplished early childhood teachers are intrigued by their teaching and learning. Their dispositions foster reflection that is robust and meaningful. Teachers are open-minded and take responsibility for their own professional growth. They understand that the professional knowledge base for teaching and learning is expanding constantly. Thus, they seek out new and relevant information from multiple sources including young children, families, colleagues and peers as well as published research, codes of ethics, theory, best professional practices, and standards. Accomplished teachers resist quick conclusions, choosing instead to carefully consider multiple possible interpretations. When new information comes to light, they are willing to rethink, reinvent, and reinvestigate. Accomplished teachers have a passion for learning and a dedication to better serving children, and they are disposed to engage wholeheartedly in reflection.

Accomplished early childhood teachers use reflection to think through the obligations and complexities of teaching in order to gain deeper perspectives on their instruction. They engage in a variety of reflective processes, individually and with colleagues, collecting information on teaching and young children's learning that provides a strong basis for analyzing practice and improving subsequent engagement. They also engage in reflection as teaching unfolds. Accomplished teachers masterfully connect their observations with particular routes of action that are likely to improve opportunities for children to develop and learn. In all reflection, accomplished teachers draw on substantial professional resources such as their knowledge about young children's development, pedagogical knowledge, and subject-matter knowledge.

Reflecting to Improve Teaching

Because of their strong professional obligation to use the best of their knowledge to serve the learning and developmental needs of each child, accomplished teachers reflect for the purpose of improving instruction. Teachers have a deep appreciation of the intricacies of practice. They know there is always more that they can learn and do to improve components of their teaching. Furthermore, they know that each group of children with whom they work presents unique challenges. Accomplished teachers deliberately analyze teaching events to guide their consideration of their future actions. When their teaching is successful, they reflect on why it succeeded, how it might be enhanced, and how they can apply the lessons learned to other situations. When their teaching is less successful, accomplished teachers reflect on ways to adjust instruction by abandoning less effective practices and seeking more promising approaches. Through repeated and systematic engagement in reflection, accomplished teachers hone their selection and implementation practices. At the same time, they become more skilled in the metacognitive process of reflecting.

Accomplished early childhood teachers often engage in self-reflection on teaching and learning, doing so in ways that are critical, open-minded, and productive. They are focused in their reflection, and their focus is often directed by instructional, ethical, or moral dilemmas that arise in daily practice. Teachers strategically attend to opportunities for children to develop in particular areas. They look at the ways in which they organize the learning environment, plan instruction, and assess learning in order to improve these routine elements of teaching. They are adept at using records generated during teaching, such as children's work samples, anecdotal notes, and audio recordings, to gain new insights and to confirm recollections of daily events. They know which records can be helpful when reflecting on different aspects of teaching and learning. For instance, they may use video instead of memory to analyze subtle aspects of the teaching process. Accomplished teachers develop habits, such as journaling, communication logs, or keeping systematic anecdotal records, that allow them to keep track of ideas and analyses over time. In some cases, they may conduct research in their classrooms. For example, they may conduct systematic classroom-based inquiry to solve problems or answer questions related to the reservoir of ideas they can draw upon as they analyze teaching and learning. Accomplished teachers engage in a systematic process that begins with identifying the question to be answered or the problem to be solved, proceeds to

gathering relevant documentation of teaching and learning plus information from the professional literature, and culminates with carefully analyzing this evidence to improve subsequent teaching and learning.

Reflecting to Promote Professional Growth

Accomplished early childhood teachers know that it is critical to reflect for the purpose of extending their knowledge and skills. Accomplished generalists appreciate the vast scope of knowledge that is necessary to support children's development and learning. Teachers use reflection to deepen their understanding of children's social, cognitive, linguistic, physical, emotional, and ethical development, as well as their subject matter knowledge. Such reflection is necessary not only because of the scale of what an early childhood generalist must know, but also because the professional knowledge base is constantly expanding what professionals need to know and do. Accomplished teachers use reflection to develop knowledge that is deep, multifaceted, situationally relevant, and connected to experience—exactly the kind of knowledge that is useful in teaching.

Accomplished early childhood teachers improve their professional knowledge by engaging with colleagues in reflection. They learn from one another by collectively considering experiences with particular children, sharing records of their practice, and sharing professional articles and books. They collaboratively reflect on areas of mutual concern. For example, they might participate in lesson study on topics that are challenging to teach or learn how to work constructively when instances of inequality affect children's progress. They consult their colleagues on the equity and fairness of particular teaching practices and school policies and also on developments in particular subject areas. They know that reflecting on teaching with colleagues provides opportunities to ponder the obligations of teaching and greater access to theories, emerging practices, and promising research findings that can help them develop their professional expertise. Accomplished teachers know that reflecting on teaching and learning with colleagues requires more than sharing interesting stories. It requires a readiness to express, listen to, and debate alternative viewpoints; a willingness to risk sharing information about aspects of one's own practice that may be in need of improvement; and a genuine interest in learning about colleagues' teaching and helping them improve experiences for children. Through interaction with colleagues, teachers gain access to resources and ideas that they employ in later reflection. Through interaction with colleagues, accomplished teachers also learn about new facets of familiar approaches and instructional strategies and also about approaches with which they may have limited expertise. As a result, accomplished teachers constantly gain new knowledge that can be brought to bear in reflection, or that can serve as the impetus for new work in teaching that will eventually be the subject of subsequent reflection. Accomplished teachers know that systematic reflection not only improves their own work, but also serves as an example that can improve the work of colleagues and thus strengthen practice in the early childhood profession.

Standard X

Exemplifying Professionalism and Contributing to the Profession

Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.

Accomplished early childhood generalists are experts in their field, and they are both leaders and collaborators in their professional community. They are aware of issues and best practices in programs for young children and their families, and they stay current in their field. Accomplished teachers know the importance of maintaining their own physical and mental well-being in order to establish a healthy and balanced professional and personal life. They manage their commitments in ways that enhance their primary commitment to children, and they inspire those around them by their commitment to early childhood education.

Demonstrating Professional Responsibility and Ethical Conduct

Accomplished early childhood teachers are proactive professionals who conduct themselves in responsible and ethical ways both inside and beyond the classroom. They perform their duties effectively and efficiently with honesty, integrity, and fairness. Through each step of planning, implementation, and assessment, teachers support appropriate educational policies while modeling best practices in early childhood education. When injustices, inequalities, or acts of marginalization occur in the early childhood program or elsewhere in the educational community, accomplished teachers promote new policies or social norms that minimize bias and harm to individuals or groups. Accomplished teachers make informed decisions when advocating for curricular, policy, and program change. They are committed to children, families, and colleagues and uphold professional early childhood codes of ethics in their school, community, and profession.

Collaborating with Other Professionals

Accomplished early childhood teachers know that effective service to young children depends on successful collaboration with colleagues and other professionals in the field of education. They work with colleagues, encouraging them to reflect on teaching in ways that ensure high-quality outcomes for children's learning. Teachers develop dispositions for collaboration, and they use effective communication and interpersonal skills. They articulate the rationale behind their practices to

administrators and other stakeholders, and when necessary, they challenge the status quo in constructive ways.

Accomplished early childhood teachers work with colleagues to construct curricula, plan and implement instruction, and design and evaluate assessments. They successfully coordinate the efforts of paraprofessionals and other adults who fall under their supervision, distributing tasks in ways that capitalize on the strengths of collaborators. They contribute to assessment teams and participate in other processes that involve multiple professionals. Accomplished teachers advocate for a seamless transition process as children move through various early childhood programs, from less formal to more formal school settings. They also empower colleagues for the betterment of early childhood programs, for example, by encouraging paraprofessionals or teachers without licensure to pursue credentials or degrees.

Accomplished early childhood teachers are skilled at celebrating successes as well as reconciling conflicts and addressing ethical dilemmas with colleagues and administrators. They initiate communication with colleagues in ways that are welcoming and empowering, and they know how to give and receive support, advice, and criticism. Teachers seek ways to resolve professional conflicts in such a way as to ensure that children, families, and colleagues are not adversely affected by them. Drawing on a professional knowledge base and ethical standards for practice, teachers are able to effectively challenge those whose behavior is detrimental to themselves, children, colleagues, or other adults. When faced with educationally inappropriate mandates or reforms, accomplished teachers use their professional knowledge and standards for ethical practice to articulate their concerns to administrators and school boards, and to devise creative responses and solutions that safeguard the interests of children, families, and communities.

Demonstrating Leadership

Accomplished early childhood teachers are visible and valued members of learning communities at the local, state, and national levels. They lead by example, take initiative, and inspire others through their words, efforts, and accomplishments. They use their knowledge of young children and the community and their understanding of early childhood education and research to advocate for the importance of early childhood education and their profession.

Accomplished early childhood teachers work collaboratively with peers to fashion creative approaches to education, sharing knowledge of how young children learn and develop, knowledge of specific children and the local community, and understanding of educational theories and research. Teachers have vision and lead both through ideas and actions to make schools places that are fair and equitable, serving the needs of diverse learners. Teachers shape the attitudes of colleagues by sharing ideas, approaches and strategies, readings, and Web sites. They work with policy makers and community leaders to craft common visions of ways in which the early childhood program, the school, and surrounding neighborhoods can be improved for

the benefit of young children. Accomplished teachers are informed by local, national, and global perspectives on educational trends and issues, and they are skilled at conveying their messages and priorities regarding teaching and education to diverse audiences.

Accomplished early childhood teachers are aware of the full range of educational policies and issues that impact children. They understand the policy structure in their state, which may include licensing standards for childcare centers, the Head Start performance standards and monitoring system, major federal education programs such as Title I, and legislation governing services to young children with exceptionalities. Furthermore, accomplished teachers are actively engaged in advocating for and helping to formulate new policies that reflect best practices.

Accomplished teachers know the strengths and weaknesses of their local early childhood education systems and the degree of coordination among programs, schools, and districts. They know where additional work is needed in order to benefit young learners, and they are catalysts for setting high expectations for children, teachers, families, and staff. They advocate for and contribute to both formal and informal professional development for colleagues and support staff. They also contribute to the profession by mentoring novice teachers and by regularly participating in dialogue with colleagues. Accomplished teachers engage productively with administrators and policy makers in decision-making processes.

Contributing to the Field of Early Childhood Education

Accomplished early childhood teachers contribute to the educational community in multiple ways and at different levels. They take leadership roles in professional organizations, and they make presentations at local, state, and national conferences. They network with other teachers and university faculty through activities such as web-based discussions to foster collective thinking about children, curricula, and pedagogies, and they collaborate on projects with researchers. Teachers may write for professional journals on thoughtful but realistic responses to common early childhood dilemmas or submit articles to local newsletters describing ways to enhance children's opportunities to write on meaningful topics. They collaborate with higher education faculty in designing, evaluating, and implementing effective teacher education programs. Accomplished teachers also disseminate information based on their educational expertise to the general public and policy makers, and they advocate high-quality early childhood education for every child.

Accomplished early childhood teachers influence both the current and next generation of early childhood teachers. They help new teachers engage young children in subject matter areas in ways that uphold the integrity of what is being learned. Teachers model careful use of mathematical language, qualifying what they say about instances that arise, like subtracting 5 from 3, so that children do not over generalize and, later, experience difficulty thinking that it is not possible to subtract larger numbers from smaller numbers. Accomplished teachers also explain the complexities of practice that are difficult to perceive, such as the decisions

that underlie strategies for supporting individual children while simultaneously attending to the whole group. In a larger sense, they model the accomplishment, responsibility, integrity, and ethical conduct central to being a professional in this field. Accomplished early childhood teachers inspire colleagues to pursue teacher leadership opportunities and advanced degrees, thereby promoting transformation of this field in ways that enhance young children's development and learning.

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Acknowledgments

Early Childhood Generalist Standards, Third 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 three standards committees; numerous reviews by the board of directors; and three periods of public comment by educators, policymakers, parents, and the like, as well as through the intense study of candidates for National Board Certification who have immersed themselves in the first and second editions, these third-edition standards emerge as a living testament to what accomplished teachers should know and be able to do. *Early Childhood Generalist Standards, Third Edition*, represents the best thinking by teachers and for teachers about advanced teaching practice in the field.

The National Board for Professional Teaching Standards is deeply grateful to all those who contributed their time, wisdom, and professional vision to *Early Childhood Generalist Standards, Third Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2010, the National Board for Professional Teaching Standards convened a third Early Childhood Generalist Standards Committee. This committee was charged with achieving both continuity and change, using the first two editions of the standards as the foundation for its work but modifying the standards to reflect best practices of the early 21st century. The Early Childhood Generalist 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 co-chairs, Karen Crow-Roark, NBCT, and John Johnston for their invaluable leadership in making the third edition a reality.

A debt of gratitude is owed to the two original committees which debated, reflected, and articulated the multiple facets of accomplished teaching to advance the field and to provide a rigorous and sound basis for national certification of teachers. In particular, the National Board appreciates the leadership of chairs and vice chairs of previous committees, Ilna Rivera Colemere; Marlene Henriques, NBCT; Baiba Woodall; and Mary Zapata Huerta, NBCT, who skillfully led the effort to weave the National Board's Five Core Propositions into field-specific standards of teaching excellence.

The work of the Early Childhood Generalists Standards Committee was guided by the NBPTS Board of Directors. The National Board Certification Council was instrumental in selecting the standards committee, reviewing the current edition of the standards, and recommending adoption of the standards to the full board of directors. Stakeholders from disciplinary and policy organizations, teacher associations, and higher education provided insight into the current status of the field and recommended members for the committee. Writer Stacey Sparks and staff members Joan Auchter, Lisa Stooksberry, Mary Lease, NBCT, and Emma Parkerson supported the committee in their task.

In presenting these standards for accomplished early childhood generalist teachers, NBPTS recognizes that this publication would not have evolved without the considerable contributions of many unnamed institutions and individuals, including the hundreds of people who responded to public comment. On behalf of NBPTS, we extend our thanks to all of them.

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Component I

Early Childhood/Generalist

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

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Overview

This document provides information about the Early Childhood/Generalist (EC/Generalist) 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.

EC/Generalist Component 1 Computer-Based Assessment

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

EC/Generalist Standards Measured by Selected Response Items

The EC/Generalist selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p>Child Development, Equity, Fairness, and Appreciation of Diversity (Standards I, III)</p> <ul style="list-style-type: none"> • Fostering Cognitive Development • Fostering Language Development • Fostering Moral and Ethical Development • Knowledge, Skills, and Dispositions Related to Equity, Fairness, and Diversity 	30%
<p>Knowing and Integrating Subject Matter: Language and Literacy, Technology, Resources (Standards IV, VI)</p> <ul style="list-style-type: none"> • Language and Literacy Listening and Speaking Writing • Technology • Learning Materials and Resources 	35%
<p>Knowing and Integrating Subject Matter: Science, Social Studies, Arts, Health, Physical Education (Standard IV)</p> <ul style="list-style-type: none"> • Science • Social Studies • Visual Arts, Music, and Drama • Health and Physical Education 	35%

* These percentages are an approximation only.

For the complete EC/Generalist Standards, refer to www.nbpts.org/national-board-certification/candidate-center/.

EC/Generalist Constructed Response Exercises

The EC/Generalist constructed response exercises assess the following:

- **Exercise 1: Literacy**
In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that builds on a student's strengths in reading to foster the student's reading development. You will be asked to respond to one prompt.
- **Exercise 2: Analyzing Student Work in Mathematics**
In this exercise, you will use your content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skills needed for the student to solve a problem accurately, provide an instructional strategy to address the student's misconception or error, and provide a rationale for the strategy. You will be asked to respond to one prompt.
- **Exercise 3: Children's Play**
In this exercise, you will use your knowledge of children's play to identify significant aspects of child development and ways to support that development through your role as the teacher. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EC/Generalist Component 1 scoring rubric is derived from the Early Childhood/Generalist 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 EC/Generalist Component 1" and "Sample Constructed Response Exercises and Scoring Rubrics for EC/Generalist 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 EC/Generalist 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.

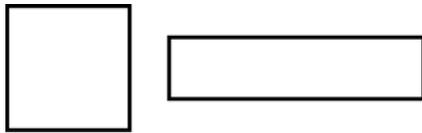
Please note that the selected response items cover the *entire* age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- an **answer key**.

Sample Selected Response Items

Standard I. Using Knowledge of Child Development to Understand the Whole Child

1. A teacher shows the shapes below during a lesson on the properties of geometric shapes.



While examining the shapes, a student states that they are both squares because they each have four sides. Which of the following questions would be most effective for the teacher to ask in guiding this student's learning?

- A. How many corners does a square have?
- B. What differences do you notice between the shapes?
- C. Are all four sides equal in both shapes?
- D. What is another similarity between the shapes?

Standard III. Fostering Equity, Fairness, and Appreciation of Diversity

2. A student who is new to a school is visually impaired and needs a monocular to assist her in the classroom. Many of the other students are curious about the assistive technology used by the new student. Which of the following actions should the teacher take to best respond to this situation?
 - A. showing the rest of the class the assistive technology when the student who is visually impaired is out of the classroom
 - B. discussing various types of assistive technology that are available to students and how each one is used
 - C. having the school's vision specialist demonstrate the assistive technology to the class
 - D. setting aside time for the student who is visually impaired to demonstrate the assistive technology and allowing other students to try the equipment

Standard IV. Knowing Subject Matter for Teaching Young Children

3. Engaging children in a variety of team-building activities can be most effective for promoting speaking skills by:
 - A. reinforcing children's friendships.
 - B. developing children's confidence.
 - C. building children's interest in new topics.
 - D. encouraging children's independent thinking.

Standard IV. Knowing Subject Matter for Teaching Young Children

4. A third-grade student wrote a paragraph about having a dog for a pet.

A Pet Dog

Taking care of a pet dog is hard work but rewarding. Like feeding your dog, taking him for a walk, to the vet, and giving him a bath. You should give your dog a delicious treat when he is good. Because you want your dog to be happy. A dog can be a loyal best friend.

During an individual writing conference, which of the following topics is most important for the teacher to work with the student to improve based on the writing sample given?

- A. word choice
- B. sentence structure
- C. ideas
- D. organization

Standard IV. Knowing Subject Matter for Teaching Young Children

5. Leaders for a local elementary school decide to require uniforms for all students. Which of the following student activities would best integrate this topic with a social studies unit on the amendments to the U.S. Constitution?

- A. writing letters of appeal to school leaders and board of education members
- B. voting on what design of uniform they want to wear
- C. researching the history of school uniforms
- D. watching videos on the effects of uniforms on student behavior

Standard IV. Knowing Subject Matter for Teaching Young Children

6. A first-grade teacher has students study a panel of 25 photographs of human faces. This activity could be used most effectively to reinforce students' understanding of which of the following visual arts concepts?
- A. symmetry
 - B. vanishing point
 - C. expressionism
 - D. negative space

Answer Key to Sample Selected Response Items

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

Sample Constructed Response Exercises and Scoring Rubrics for EC/Generalist Component 1

This section includes

- **sample constructed response exercises** to help you become familiar with the content and format of the exercises on an actual computer-based assessment. These exercises include instructions for using the computer, stimulus materials (if applicable), and prompts requiring responses.

Although this section illustrates some of the types of exercises that appear on the assessment, note that these sample exercises do not necessarily define the content or difficulty of the exercises on an actual assessment.

Please note these constructed response exercises cover the **entire** age range of the certificate. Be aware that you are expected to demonstrate knowledge of developmentally appropriate content across the full range of your certificate.

- **scoring rubrics** that are used by assessors in evaluating your responses to help you understand how your responses are assessed.

Sample Exercise 1 and Scoring Rubric

Sample Exercise 1

Standard IV. Knowing Subject Matter for Teaching Young Children / Standard VI. Managing the Environment for Development and Learning

Exercise 1: Literacy - Candidate Name 🕒 **Time Remaining**
29:31

Literacy
Introduction

In this exercise, you will use your knowledge of reading development to plan an appropriate instructional strategy that builds on a student's strengths in reading to foster the student's reading development. You will be asked to respond to one prompt.

Criteria for Scoring

To satisfy the highest level of the scoring rubric, your response must provide clear, consistent, and convincing evidence of the following:

- an accurate identification and a supporting explanation of two important strengths of a student's reading development through the use of the student's progress report;
- a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support the student's reading development;
- a developmentally appropriate instructional resource or material that you would use to further reading development for the identified student; and
- an appropriate, effective, and insightful rationale for the choice of instructional resource or material.

Directions

You may view the prompt by clicking the **Next** button. Compose your response in the space provided.

[? Help](#) [🕒 Navigator](#) [Next →](#)

Exercise 1: Literacy - Candidate Name

 Time Remaining
29:31

Comments on Reading

This student's interest level exceeds his grade and reading level; he most often chooses advanced books in science subjects. He draws on his extensive background knowledge to make connections with the material in these books and in this way gleans much information from the charts and pictures, which he loves to share with the class. Over the course of the semester, he has come to recognize some phonics elements and word patterns and knows many sight words in isolation, but struggles when asked to sound out unfamiliar words, even if they contain familiar elements. He has recently resisted reading out loud, and has started to have difficulty concentrating in small reading groups.

Student's first-semester progress report			Grade 1
READING	Not Yet	Developing	Established
Distinguishes words in spoken sentences and syllables in spoken words; blends, segments, and substitutes phonemes in spoken words	✓		
Uses knowledge of phonics and common inflections to decode regular single-syllable words	✓		
Reads grade-level sight words automatically		✓	
Uses knowledge of syllable patterns to decode regular two-syllable words	✓		
Reads grade-level text with accuracy	✓		
Reads grade-level text at an appropriate rate	✓		
Reads grade-level text with prosody	✓		
Self-monitors and self-corrects for meaning		✓	
Understands grade-level vocabulary presented orally and uses it appropriately			✓
Understands grade-level vocabulary in texts		✓	
Understands grammar and conventions of standard English used in grade-level texts			✓
Understands key ideas and details in literary and informational texts	✓		
Identifies and describes different types and features of literary and informational texts			✓
Uses textual evidence to describe and compare stories, ideas, and details in literary and informational texts		✓	
With support, reads literary and informational texts of appropriate complexity for grade 1		✓	

Established = has met grade-level expectations
 Developing = making progress toward grade level
 Not Yet = not making adequate progress

? [Help](#)

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Exercise 1: Literacy - Candidate Name		 Time Remaining 29:31
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Identify two important strengths from this student's progress report that you could draw on as you support the student's reading development. Explain why you have identified these as indicators of strength that could be used to support further reading development.• Drawing upon the identified strengths, state your goal and describe an appropriate classroom-based instructional strategy to support further reading development for this student. For the purpose of this exercise, "instructional strategy" refers to a plan to accomplish a learning goal.• Identify a developmentally appropriate instructional resource or material that you would use to help you achieve this goal.• Provide a rationale for your choice of instructional resource or material.		
? Help	⦿ Navigator	Next →

Scoring Rubric for Exercise 1

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

Characteristics:

- Identification of two important strengths from this student's progress report is accurate and detailed.
- Explanation of choice of strengths is insightful and thorough.
- Statement of goal and plan for an appropriate strategy is tightly connected and logical.
- Identification of an instructional resource or material is unambiguous.
- Rationale for the choice of instructional material/resource is appropriate and effective.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

Characteristics:

- Identification of two important strengths from this student's progress report is accurate.
- Explanation of choice of strengths is insightful.
- Statement of goal and plan for an appropriate strategy is tightly connected.
- Identification of an instructional resource or material is unambiguous.
- Rationale for the choice of instructional material/resource is appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

Characteristics:

- Identification of two important strengths from this student's progress report is inaccurate or vague.
- Explanation of choice of strengths is global or vague.
- Statement of goal and plan for an appropriate strategy is loosely connected or the goal is too global.
- Identification of an instructional resource or material is ambiguous or partial.
- Rationale for the choice of instructional material/resource is inappropriate or ineffective.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate identification and supporting explanation of two important strengths of a student's reading development, to give a developmentally appropriate goal and instructional strategy that builds directly on the identified strengths of the student to support reading development, to identify and discuss a developmentally appropriate instructional resource or material to further reading development, and to present an insightful rationale that focuses on the connections among the student's strengths, the suggested instructional strategy, and the material used to enhance this student's areas of strength.

Characteristics:

- Identification of two important strengths from this student's progress report is inaccurate or missing.
- Explanation of choice of strengths is global or absent.
- Statement of goal and plan for an appropriate strategy is loosely connected or not there.
- Identification of an instructional resource or material is ambiguous or missing.
- Rationale for the choice of instructional material/resource is inappropriate or absent.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard IV. Knowing Subject Matter for Teaching Young Children / Standard VI. Managing the Environment for Development and Learning

Exercise 2: Analyzing Student Work in Mathematics - Candidate Name	⌚ Time Remaining 29:31
<p>Analyzing Student Work in Mathematics</p> <p><u>Introduction</u></p> <p>In this exercise, you will use your content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skills needed for the student to solve a problem accurately, provide an instructional strategy to address the student's misconception or error, and provide a rationale for the strategy. You will be asked to respond to one prompt.</p> <p><u>Criteria for Scoring</u></p> <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">• a thorough and accurate identification of a student's major misconception or error with a relevant example cited;• an accurate identification of the appropriate concepts/skills that would allow the student to solve the problem accurately;• a description of an effective instructional strategy that thoroughly addresses the student's misconception or error; and• a thorough and sound rationale for the instructional strategy. <p><u>Directions</u></p> <p>You may view the prompt by clicking the Next button. Compose your response in the space provided.</p>	
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Exercise 2: Analyzing Student Work in Mathematics -
Candidate Name

 **Time Remaining**
29:31

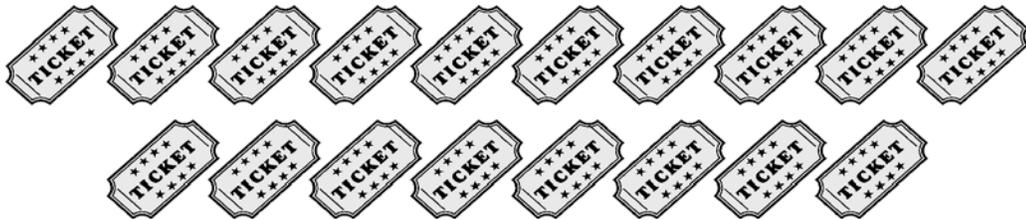
Scenario

You are teaching math to a group of **first-grade** students of diverse abilities. Below is a math problem, a student's solution to the problem, and an explanation of how the student derived the solution.

Math Problem

At a carnival, Carolyn has 18 tickets to pay for rides. She used some tickets to pay for a carousel ride (merry-go-round) and has 13 tickets left after paying for the carousel ride. Use this number sentence to find the number of tickets she used to ride the carousel.

$$18 - \square = 13$$



Student Solution

Carolyn used 15 tickets to pay for the carousel ride.

Student Explanation

I subtracted 3 from the 8 and got 5. Then I brought down the 1 and got an answer of 15.

You must address each of the following in your response.

- Identify a major misconception or error that is evident in the student's solution. Give an example from the student's work that illustrates the misconception or error.
- Identify the underlying mathematical concepts/skills that would allow this student to solve the problem accurately.
- Describe **one** instructional strategy you would use to address the mathematical misconception or error you identified in the student's solution. Describe any instructional materials or resources you would use to model the problem. Provide a rationale to support your use of this strategy.

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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 content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is accurate and detailed.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is insightful and complete.
- Description of an effective instructional strategy that thoroughly addresses the student's misconception or error, including any instructional materials or resources, is complete and unambiguous.
- Thorough and sound rationale for the instructional strategy is effective and substantive.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is accurate.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is insightful.
- Description of an effective instructional strategy that thoroughly addresses the student's misconception or error, including any instructional materials or resources, is complete.
- Thorough and sound rationale for the instructional strategy is effective.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error and provide a rationale for the strategy.

Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is inaccurate or vague.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is simplistic or minimal.
- Description of an instructional strategy that addresses the student's misconception or error, including any instructional materials or resources, is ambiguous or partial.
- Rationale for the instructional strategy is ineffective or trivial.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to use content and pedagogical knowledge of math to identify a major math misconception or error in a given student's work, identify appropriate concepts/skill needed for the student to solve a problem accurately, provide an instructional strategy, including any instructional materials or resources, to address the student's misconception or error, and provide a rationale for the strategy.

Characteristics:

- Identification of a student's major misconception or error with a relevant example cited is inaccurate or missing.
- Identification of the appropriate concepts/skills that would allow the student to solve the problem accurately is simplistic or absent.
- Description of an instructional strategy that addresses the student's misconception or error, including any instructional materials or resources, is ambiguous or missing.
- Rationale for the instructional strategy is ineffective or missing.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Standard I. Using Knowledge of Child Development to Understand the Whole Child /
Standard VI. Managing the Environment for Development and Learning /
Standard VIII. Implementing Instruction for Development and Learning

Exercise 3: Children's Play - Candidate Name		⌚ Time Remaining 29:31
Children's Play		
<u>Introduction</u>		
In this exercise, you will use your knowledge of children's play to identify significant aspects of child development and ways to support that development through your role as the teacher. You will be asked to respond to one prompt.		
<u>Criteria for Scoring</u>		
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">• an accurate and detailed identification and description of two significant aspects of children's social/emotional development observed during dramatic play described in a scenario and an effective explanation of how these aspects influence your teaching of children; and• an informed and thorough description of two strategies that would support and extend the children's cognitive development during this dramatic play, including a rationale for each strategy and examples from the scenario.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
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Exercise 3: Children’s Play - Candidate Name

 Time Remaining
29:31

Preparation

For the purpose of this exercise, the term “dramatic play” is used to describe any time a child uses props, actions, and/or language to represent realistic or imaginary experiences.

Scenario

For several weeks, a kindergarten class has been engaged in a storytelling unit in which they have read various works of fiction within the genre of fairy tales. As a culminating activity, the teacher has students work in small groups to retell a story they have read by performing the story for the class as a form of dramatic play. To facilitate their retelling, the teacher provides materials for students to make simple costumes and props. A chart that the class made several weeks ago showing their faces with varying expressions and words for different kinds of emotions is displayed on the electronic whiteboard.

While circulating around the room to assist each group in preparing a short play, the teacher notices that the group that has selected the story “Goldilocks and the Three Bears” is struggling with the activity.

“No, Timmy! You’re not acting angry enough!” scolds Emily. “Papa Bear is an angry part.”

Timmy replies, “Stop being so bossy, Emily!”

Julia, who is playing Baby Bear, suggests, “I think Baby Bear should be the angriest of all. After all, it was his porridge that was eaten, his chair that was broken, and his bed that was slept in!”

Keiko, who is playing Goldilocks, says, “I agree with Julia. And Papa Bear could be nice because sometimes fathers are very nice!”

You must address each of the following in your response.

- Describe **two** significant aspects of the children’s **social/emotional development** that you might learn about while observing them in small groups engaged in dramatic play. Explain how these **two** aspects would influence your teaching of the children. Discuss your observations with respect to the groups and/or individual children. Use specific examples from the scenario to illustrate these observations.
- Describe **two** ways in which you can support and extend the children’s **cognitive development** in this dramatic play. Provide a rationale for **each** of these strategies. Use specific examples from the scenario.

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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 provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is insightful and thorough.
- Explanation of how the two aspects influence teaching is effective and complete.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is informed and thorough.
- Rationale for these strategies is unambiguous.
- Examples from the scenario are appropriate and relevant.

The **LEVEL 3** response shows *clear* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is insightful.
- Explanation of how the two aspects influence teaching is effective.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is informed.
- Rationale for these strategies is unambiguous.
- Examples from the scenario are appropriate.

The **LEVEL 2** response shows *limited* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is sketchy or minimal.
- Explanation of how the two aspects influence teaching is ineffective or partial.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is misinformed or global.
- Rationale for these strategies is ambiguous or weak.
- Examples from the scenario are inappropriate or trivial.

The **LEVEL 1** response shows *little or no* evidence that the candidate is able to provide an accurate and detailed identification and description of children's social/emotional development observed during dramatic play, a detailed and appropriate explanation of how the children's social/emotional development influences instruction, and to give a detailed description and rationale of two strategies that would support and extend the children's cognitive development during dramatic play.

Characteristics:

- Description of two significant aspects of the children's social/emotional development observed during dramatic play is minimal or missing.
- Explanation of how the two aspects influence teaching is minimal or absent.
- Description of two strategies to support and extend the children's cognitive development during this dramatic play is misinformed or absent.
- Rationale for these strategies is ambiguous or not there.
- Examples from the scenario are inappropriate or missing.

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Component 2

Early Childhood/Generalist

**Component 2:
Differentiation
in Instruction**

**PORTFOLIO INSTRUCTIONS
AND SCORING RUBRIC**

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early Childhood/Generalist (EC/Generalist) 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.

EC/Generalist Component 2 Portfolio Entry

The EC/Generalist Component 2 portfolio entry requires you to select two children to feature as examples of your work with children in fostering literacy development. This entry focuses on

- your approach to assessment of the children’s abilities and needs;
- your response to that assessment in the design and implementation of differentiated instruction;
- a Written Commentary that provides an analysis and a context for your instructional choices; and
- selected work samples demonstrating the children’s literacy development.

EC/Generalist 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 EC/Generalist Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Using Knowledge of Child Development to Understand the Whole Child
- II. Partnering with Families and Communities
- III. Fostering Equity, Fairness, and Appreciation of Diversity
- IV. Knowing Subject Matter for Teaching Young Children
- V. Assessing Children’s Development and Learning
- VI. Managing the Environment for Development and Learning
- VII. Planning for Development and Learning
- VIII. Implementing Instruction for Development and Learning
- IX. Reflecting on Teaching Young Children

For the complete EC/Generalist Standards, refer to **www.boardcertifiedteachers.org**.

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

Portfolio Instructions

The EC/Generalist Component 2 portfolio instructions provide the following:

- Directions for developing and submitting your evidence of accomplished teaching.
- Forms required for this entry. As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.
- An Electronic Submission at a Glance chart listing the materials you are required to collect and/or prepare as well as the release forms to keep for your records. Use this chart to complete and submit the appropriate materials to ensure proper scoring of your portfolio entry.

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.boardcertifiedteachers.org**.

Scoring Rubric

The EC/Generalist 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.boardcertifiedteachers.org**.

Portfolio Instructions for EC/Generalist Component 2

This section contains the directions for developing and submitting the Component 2 EC/Generalist portfolio entry and assembling it for submission. Entry directions include

- suggestions for planning your portfolio entry and choosing evidence of your teaching practice;
- questions that must be answered as part of your Written Commentary;
- an explanation of how to format, assemble, and submit your portfolio entry.

What Do I Need to Do?

This entry captures your ability to assess and support children's literacy development. In this entry, you

- demonstrate your skill in assessing and supporting children's literacy development;
- describe the ways in which you foster literacy in your classroom;
- analyze work samples from two children, discuss their development, and outline your approach to supporting their learning;
- provide evidence of your ability to describe, analyze, and evaluate children's literacy development; help parents support their child's literacy development; and reflect on your practice.

What Do I Need to Submit?

For this entry, you must submit the following:

- **Completed Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach (refer to the "[Component 2 Forms](#)" section of this document).
- **Written Commentary (no more than 13 pages)** that provides a context for your instructional choices and analyzes and evaluates your support for these children's literacy development.
- **Student work samples (no more than 6, 9, or 12 pages, depending on options selected, for both children combined)** to illustrate your analysis of the children's literacy development.

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 entry 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 *General Portfolio Instructions* and the National Board's ethics policy.

Before beginning to work on this entry, read the following directions for developing each element. Refer to the "[Component 2 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from www.boardcertifiedteachers.org.

The student work submitted for Component 2 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives.

Selecting Student Work Samples

Make two important and interconnected choices for this entry—select children and their work samples. Choose two children and select work samples representing each child's literacy development.

Selecting the Children

Select children whose literacy development you want to feature. You may want to collect work samples for several more children than this entry requires you to feature. Collecting extra work samples gives you more choices when deciding which children to feature and ensures that you have sufficient work samples in the event that a child permanently leaves your class prior to the completion of all assignments for your featured lesson for this entry.

Choose two children who allow you to display the depth of your understanding of literacy and your skill in nurturing children's literacy development. These children may reflect any level of literacy skill and need not be able to write connected text. It is not necessary that the children you select to feature make dramatic gains over the time span covered by this entry. The focus is on your teaching practice and understanding of literacy development, not on the level of the children's performance.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.boardcertifiedteachers.org. Retain completed student release forms for your records; do not submit them with your evidence.

Selecting Materials

Select children's work samples that you can use to discuss the children's literacy development. You may submit work samples in three different forms: as dictation and drawing, as dictation and writing, or as writing alone. (See the section "[Selecting Options](#)," below, for more detail.) The specific work samples from these children must allow you to demonstrate how you have assessed their abilities and how you have used this information to promote their learning.

Submit children's work samples that consist of the children's writing or dictation collected from **three distinct points in time**. The time span covered by these work samples must be **at least eight weeks**. What you submit will differ depending on whether the children you are describing are able to write connected texts.

Selecting Options

Option A: Dictations and Drawing/Brief Writing Samples. This option is intended for children who have limited ability to use print in conventional ways. Such children are likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks do not reflect conventional ways of forming letters. At the same time, these children are able to tell stories, report events, draw pictures, and describe objects. Document a child's emerging literacy skills by collecting the child's work samples. Strive to collect samples that reflect a broad range of the ways that children use print and oral language. The samples you collect must

- cover a span of time of at least eight weeks and be taken from three distinct points in time during the current school year;

- include **three samples of each child's writing and/or drawing**. Each sample must be accompanied by a dictation that you wrote as the child described the sample or told you a story based on the sample. Altogether, the samples and dictations must total **no more than 12 pages** (**3 pages** of a child's writing and/or drawing for each child and **3 pages** of teacher dictation for each child);
- include both the illustration and the writing on the same page (if you choose to include illustrations);
- include all translations of the dictation in English.

Option B: Samples of Extended Writing. This option is intended for children who are able to express themselves in writing, alone or with support. (Submissions of work samples with illustrations are acceptable.) Select samples that reflect each child's ability to do different kinds of writing (e.g., story, report, poem). The work samples you collect must

- cover a span of time of at least eight weeks and be taken from three separate points in time;
- include **three samples for each child**, altogether totaling **no more than 6 pages** of children's work;
- be first drafts produced by the child in the context of normal classroom routines. These must be accompanied by a typed version that you produce on a separate page. Do not change the child's words; simply provide a legible version that is spelled using conventional spelling. This is important to facilitate scoring. The typed pages do not count toward the page limit; only children's work pages count toward the page limit.

How to Format and Submit Your Student Work Samples

- Complete a new **1-page** Student Work Sample Form for each student work sample (refer to the "[Component 2 Forms](#)" section of this document). Include the associated student work sample after each form in your file for submission.
- Submit no more than
 - **12 pages total** if you choose Option A for both children (three **1-page** work samples per child and **3 pages** of teacher dictation per child);
 - **6 pages total** if you choose Option B for both children (three **1-page** work samples per child);
 - **9 pages total** if you choose Option A for one child and Option B for the other child (three **1-page** work samples and **3 pages** of teacher dictation for the Option A child; three **1-page** work samples for the Option B child).

Additional pages will not be scored. Student Work Sample Forms do not count toward this total.

- Each work sample must
 - represent each child's original work. The original electronic file or scanned image of student work is acceptable.
 - come from children who are in the class that is the basis for your Written Commentary.
 - be from two different children from three distinct points in time.
- Be sure that your student work samples are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of the file you submit. Clearly label evidence as "Student 1" or "Student 2."

- Format your student work samples to fit onto an 8.5" × 11" page. If student work samples contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total. Note, however, the following exceptions:
 - If student work samples were created in a multimedia software program, you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total.
 - If submitting a smaller item such as a photograph, you may insert a digitized image into a word-processing program document. Several smaller items can be grouped on a single page as long as they are readable.
- Do **not** submit video or audio recordings. If a child creates such a product or a multi-dimensional product, have **the child** write a **1-page** description of the assignment and what the child made. You may include photograph(s) or child-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the "[Component 2 Electronic Submission at a Glance](#)" chart in this document for file types acceptable for submission and how to assemble Student 1 and Student 2 sets 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. **Instructional Context**
 2. **Analysis of Two Children's Literacy Development**
 3. **Supporting Literacy Development**
 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. Instructional Context (Suggested length: 1 page)

Provide the following information in addition to the context that you supply on the Contextual Information Sheet, which focuses on the early educational program, school, or district at large. In this section, address the following questions about your selected class:

- *What are the number, ages, and grades of the children in the class featured in this entry, and what is the subject matter of the class? (Examples: 12 children in preschool, ages 3 and 4, literacy; 24 children in grade 2, ages 7 and 8, language arts)*
- *What are the relevant characteristics of this class that influenced your instructional strategies for this period of instruction: ethnic, cultural, and linguistic diversity; the range of abilities of the children; the personality of the class?*
- *What are the relevant characteristics of the children with exceptional needs and abilities, including those with gifts and talents, or health issues that influenced your planning for this period of instruction (for example, the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical characteristics of the children)? Give any other information that might help the assessor "see" this class.*
- *What are the relevant features of your teaching context that influenced the selection of this period of instruction? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling, space allocation—own classroom or shared space) that are relevant to your response.*

2. Analysis of Two Children's Literacy Development (Suggested length: 6 pages)

In separate sections labeled with each child's first name, address the following questions:

- *What are the relevant characteristics of each child you have selected? Why did you select each child? Give a brief synopsis of each child, including any important information that will help assessors understand your assessment and instructional strategies. State in this section which option you have selected for each child, Option A or Option B. (See "[Selecting Options](#)," above, for more details.)*

- *What questions did you have about each child's literacy development, and how did you gather information that helped you answer them? Include information about both formal and informal methods of assessment that you used and why you selected those particular assessments.*
- *What are the relevant features of each child's developing abilities to produce and understand oral language for varied purposes? What are the relevant features of each child's abilities to read and write? Be sure to focus on each child's skills as these relate to discrete features of text (e.g., sounds, letters, words) as well as larger units (e.g., sentences, accounts of personal experiences, comprehension, stories). Analyze specific work samples that support your discussion and explain other sources of information that you used. Refer to these work samples by the number on the Student Work Sample Form.*
- *What patterns of behaviors (strengths, interests, needs, and preferences) does each child exhibit toward literacy-related activities? Discuss activities that involve both print and oral language (e.g., book reading, discussions, journals, and dramatic play). Refer to specific work samples by the number on the Student Work Sample Form to support your discussion and explain other sources of information that you used.*

3. Supporting Literacy Development (Suggested length: 5 pages)

In separate sections labeled with each child's first name, address the following questions:

- *How do you ensure fairness, equity, and access for each child you have selected? Cite specific examples.*
- *In what ways did the materials and the daily routines in your classroom support each featured child's literacy development?*
- *What instructional strategies will you employ in the coming weeks to support each child's learning objectives? Explain why you have chosen these strategies and objectives. Describe how they connect with your assessment of each child's abilities and behaviors stated in the preceding section, "2. Analysis of Two Children's Literacy Development."*
- *Which strategies did you employ to partner with families to help foster each selected child's literacy development? Explain why you selected these strategies, how you used them over this period of time, how you facilitated two-way communication, and how each child benefited.*

4. Reflection (Suggested length: 1 page)

In this section, address the following questions:

- *How successful was this planned learning experience? What is your evidence? Identify specific examples from the learning experience that reflect success.*
- *If you were given the opportunity to teach this particular sequence again with these children, what alternative strategies would you use? Why?*

Component 2 Electronic Submission at a Glance

Submit your evidence of accomplished teaching using the electronic portfolio management system (see the *Guide to Electronic Submission*). Use the following chart to determine how to group your evidence and submit it electronically. Forms are available as word-processing files that you can download from www.boardcertifiedteachers.org as well as on the following pages of this document.

Early Childhood /Generalist Component 2: Differentiation in Instruction				
What to Submit	Supported File Types	Number of Files to Submit	Response Length	Additional Information
Contextual Information Sheet(s) (form provided)	doc, docx, odt, or pdf	1	No more than 1 page	<ul style="list-style-type: none"> • Use 11-point Arial font • Single space
Written Commentary	doc, docx, odt, or pdf	1	No more than 13 pages	<ul style="list-style-type: none"> • Use 11-point Arial font • Double space with 1" margins on all sides
Student Work Samples (form provided)	doc, docx, odt, or pdf	1	Based on options selected, no more than 6, 9, or 12 pages for all work samples combined—forms do not count in page totals	Submit 6 work samples in 1 file: <ul style="list-style-type: none"> • Student 1 Set—3 Student Work Sample Forms with associated work samples • Student 2 Set—3 Student Work Sample Forms with associated work samples

A signed release form is required for each child whose work samples are included. These release forms are available as PDF downloads from www.boardcertifiedteachers.org. **Retain completed student release forms for your records; do not submit them with your evidence.**

Component 2 Forms

This section contains forms required for Component 2. You must download the word-processing files available at **www.boardcertifiedteachers.org**, fill them out electronically, and then upload the electronic file or scanned image with the associated evidence to the electronic portfolio management system.

As you prepare your portfolio, keep in mind some forms contain directions that are not repeated elsewhere; follow these directions carefully.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.boardcertifiedteachers.org**.

EC/Generalist Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[]

EC/Generalist Student Work Sample Form

Directions: Use a new form for each student work sample.

Indicate your Candidate ID, the option (A or B), the student (1 or 2), and the student work sample (or dictation) number, title, and date below.

Respond to the prompt (**no more than 1 single-spaced page in Arial 11-point font, including the prompt**) by typing your response within the brackets following the prompt. Do not delete or alter the prompt; both the prompt and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Student Work Sample Form, include the associated student work sample. If the student work sample is longer than 15 lines, number the lines.

Candidate ID#: []

Option: A [] or B []

Student: 1 [] or 2 []

Work Sample (or Dictation) Number: []

Title of this student work sample (or dictation): []

Date this student work sample (or dictation) was created: []

Context in which this student work sample (or dictation) was produced [two sentences]
(e.g., free exploration time, following a field trip to an aquarium, an ongoing project):

[]

Scoring Rubric for EC/Generalist Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

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

- that the teacher has an accurate and detailed understanding of the children’s unique pattern of development.
- that the teacher is able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher draws on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children’s school-based learning.
- that the teacher fosters an equitable, accessible, and fair learning environment in which children are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher uses rich and varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s individual strengths, interests, and needs.
- that the teacher provides rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways.
- that the teacher provides stimulating, varied, and challenging activities that build on children’s interests and love of books, and that increase their desire to communicate through writing and/or oral language.
- that the teacher sets high, worthwhile, and appropriate goals and objectives for children’s learning that are tightly connected to instruction.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through insightful reflection.

Overall, there is *clear, consistent, and convincing* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

The Level 3 performance provides *clear* evidence:

- that the teacher has an accurate understanding of the children's unique pattern of development.
- that the teacher is able to describe the children's preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher draws on families' knowledge to better understand factors that influence children's literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children's school-based learning.
- that the teacher fosters an equitable, accessible, and fair learning environment in which children are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher displays an understanding of the core academic subject of language arts/literacy development.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children's literacy and language abilities, to gain deeper understanding of the children, and to monitor the children's progress over time.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children's individual strengths, interests, and needs.
- that the teacher provides varied opportunities for children to use reading, writing, and oral language in interconnected ways.
- that the teacher sets appropriate goals and objectives for student learning.
- that the teacher provides stimulating and varied activities that build on children's interests and love of books, and that increase their desire to communicate through writing and/or oral language.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her own work through reflection.

A Level 3 performance may show imbalance in the evidence. One part of the response may be more indicative of accomplished practice than the other, but overall, there is *clear* evidence that the teacher is able to assess and support children's literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children's learning needs.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

The Level 2 performance provides *limited* evidence:

- that the teacher has an accurate and detailed understanding of the children’s unique pattern of development.
- that the teacher is able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher draws on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children’s school-based learning.
- that the teacher fosters an equitable, accessible, and fair learning environment in which children are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time. The assessment methods may be inaccurate or not focused on the topic of study.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs.
- that the teacher provides rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways. The opportunities may be tangential in scope or depth.
- that the teacher sets appropriate goals and objectives for children’s learning. The goals for children’s learning may be vague, of minimal significance, or only loosely related to instruction.
- that the teacher provides stimulating and varied activities that build on children’s interests and love of books, and that increase their desire to communicate through writing and/or oral language. These activities may be inappropriate or ineffective.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through reflection. The reflection may be global or sketchy and shows partial understanding of implications for future teaching.

The Level 2 performance may be characterized by evidence that hints at accomplished practice, but overall, there is *limited* evidence that the teacher is able to assess and support children’s literary development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

Level 1

The LEVEL 1 performance provides *little or no* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

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

- that the teacher has an accurate and detailed understanding of the children’s unique pattern of development.
- that the teacher is able to describe the children’s preferences, strengths, and weaknesses in reading, writing, and oral language, including both skills and higher level processes.
- that the teacher draws on families’ knowledge to better understand factors that influence children’s literacy development and dispositions to learning, and, in turn, provides useful information to families to help them enrich and extend their children’s school-based learning.
- that the teacher fosters an equitable, accessible, and fair learning environment in which children are encouraged to participate and are shown appreciation of and respect for their individual differences and unique needs.
- that the teacher displays a broad understanding of the core academic subject of language arts/literacy development.
- that the teacher uses varied assessment methods, both formal and informal, to pursue questions about the nature of the selected children’s literacy and language abilities, to gain deeper understanding of the children, and to monitor the children’s progress over time. The assessment methods may be inaccurate or missing.
- that the teacher uses information gained from assessment to support literacy and/or language development in ways that reflect consideration of the selected children’s strengths, interests, and needs.
- that the teacher provides rich and varied opportunities for children to use reading, writing, and oral language in interconnected ways. The opportunities may be tangential or absent.
- that the teacher sets relevant goals and objectives for children’s learning. The goals for children’s learning may not be goals at all, but rather activities. When stated, goals are trivial, inappropriate, or not connected to instruction.
- that the teacher provides stimulating and varied activities that build on children’s interests and love of books, and that increase their desire to communicate through writing and/or oral language. These activities may be inappropriate or not evident.
- that the teacher analyzes, evaluates, and strengthens the quality and effectiveness of his or her work through reflection. The reflection may be missing or not connected to the instructional evidence and shows vague understanding of implications for future teaching.

Overall, the Level 1 performance provides *little or no* evidence that the teacher is able to assess and support children’s literacy development through multiple assessment methods and varied instructional strategies that are responsive to individual children’s learning needs.

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PEARSON

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EC/Generalist Contextual Information Sheet

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font, including prompts**) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts; both the prompts and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

This form asks you to describe the broader context in which you teach:

- **If you teach in different schools that have different characteristics, and this portfolio entry features students from more than one school**, please complete a separate sheet for each school associated with this portfolio entry.
- In this component, you are asked to provide specific information about the students in the class you have featured in the portfolio entry. This is *in addition* to the information requested here.
- For clarity, please avoid the use of acronyms.

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.

Note: You might include details of any state or district mandates, information regarding the type of community, and access to current technology.

[]

EC/Generalist Student Work Sample Form

Directions: Use a new form for each student work sample.

Indicate your Candidate ID, the option (A or B), the student (1 or 2), and the student work sample (or dictation) number, title, and date below.

Respond to the prompt (**no more than 1 single-spaced page in Arial 11-point font, including the prompt**) by typing your response within the brackets following the prompt. Do not delete or alter the prompt; both the prompt and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With each completed Student Work Sample Form, include the associated student work sample. If the student work sample is longer than 15 lines, number the lines.

Candidate ID#: []

Option: A [] or B []

Student: 1 [] or 2 []

Work Sample (or Dictation) Number: []

Title of this student work sample (or dictation): []

Date this student work sample (or dictation) was created: []

Context in which this student work sample (or dictation) was produced [two sentences]
(e.g., free exploration time, following a field trip to an aquarium, an ongoing project):

[]



Component 3

Early Childhood/Generalist

Component 3: Teaching Practice and Learning Environment

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early Childhood/Generalist (EC/Generalist) 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.

EC/Generalist Component 3 Portfolio Entry

In the EC/Generalist 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.

EC/Generalist 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 Early Childhood/Generalist Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Using Knowledge of Child Development to Understand the Whole Child
- III. Fostering Equity, Fairness, and Appreciation of Diversity
- IV. Knowing Subject Matter for Teaching Young Children
- V. Assessing Children’s Development and Learning
- VI. Managing the Environment for Development and Learning

VII. Planning for Development and Learning

VIII. Implementing Instruction for Development and Learning

IX. Reflecting on Teaching Young Children

For the complete Early Childhood/Generalist Standards, refer to www.nbpts.org/national-board-certification/candidate-center.

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

Portfolio Instructions

The EC/Generalist 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.

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.

Scoring Rubric

The EC/Generalist 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.

Portfolio Instructions for EC/Generalist Component 3

This section contains the directions for developing and submitting the Component 3 EC/Generalist 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 promote skills, knowledge, and inquiry approaches that expand young children’s capacity for learning. Each of the two videos you submit should show you and your students engaged in learning activities that are directly related to your instructional goals.

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 content by addressing two of the three areas of mathematics, science, and social studies; different instructional formats (i.e., large group, small group, one on one, or other configuration that is appropriate for your situation); and different teaching strategies.

In this entry, you

- provide an overview of your entire entry, with your rationales for including the two videos to illustrate your instruction of curriculum content in mathematics, science, and/or social studies that is relevant to early childhood education.
- describe your learning goals and demonstrate instructional planning appropriate to the students, content, and context for two lessons from different instructional units;
- show at least two different instructional formats and demonstrate at least two different teaching strategies that you use to help students meet the learning goals;
- provide your analysis of your students’ growth and development as individuals who can investigate, create, communicate, and demonstrate their 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 3 Electronic Submission at a Glance”](#) chart later in this document for detailed instructions about organizing and formatting your materials and page and time limits.

- **Introduction to the Entry.** Submit a completed Introduction to Entry Form in which you provide a brief overview of your entire entry (**no more than 1 page**). Describe the focus of Video 1 and the focus of Video 2 and your rationale for including this pair of videos in your portfolio submission.

- **Instructional Context.** For each video, submit a completed Instructional Context Sheet (**no more than 1 page for each video—2 pages total**) in which you provide information about your teaching context (e.g., school, program, schedule) and the students in the class featured in each video:
 - social and physical context (e.g., available resources such as technology, scheduling of classes, room allocation—own or shared space)
 - state and/or district mandates
 - student demographics of the class(es) featured in the videos (e.g., ethnic, cultural, and linguistic diversity; the range of abilities and the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of your students)

For clarity, 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 should cover content in two of the three areas of mathematics, science, and social studies. The two video recordings submitted for Component 3 and the evidence submitted for Component 2 and Component 4 must be from different lessons.
- **Instructional Planning and Materials.** For each video, submit a file containing the following materials (**no more than 6 pages total per file**):
 - a completed Instructional Planning Form (**no more than 1 page**) in which you provide the following:
 - the unit of instruction
 - the instructional goals for the unit
 - goals for the lesson featured in the video
 - the instructional format chosen for the lesson
 - a description of the materials or resources used
 - an accompanying description (**no more than 2 pages**) of your instructional planning and instructional strategies, and rationales for your choice of goals, strategies, and materials
 - one or more instructional materials (**no more than 3 pages total**)
- **Written Commentary.** For each video, write a commentary (**no more than 4 pages each**) on the instruction captured in the video, your decision making, and your reflection on the lesson after its completion. Be sure your video and Written Commentary are clearly connected and support one another.

Submission Requirements

Variety of Evidence. The two video recordings for Component 3 must be from different instructional units. The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting or class.

Time Frame for Activities and Evidence Collection. The period for evidence collection begins 12 months prior to the date of the opening of the ePortfolio submission window as described in the *Guide to National Board Certification*. If you submit your portfolio with one

or more sections that feature a class and/or evidence that date from more than 12 months before the opening of the ePortfolio submission window, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

Required Elements. As you prepare your portfolio, pay careful attention to the forms, information, and other evidence you are required to submit. It is your responsibility to make sure that your portfolio component materials are complete when they are submitted. You will not be notified of any missing materials. **You will not receive a score for this component if you do not submit any parts of the component or it is lacking critical materials** (e.g., Written Commentary, video). Even if your portfolio is missing a minor piece, bear in mind that assessors will have less information on which to base their evaluation of your work. The "[Component 3 Electronic Submission at a Glance](#)" chart later in this document summarizes all the pieces that you need to include and can help you check the completeness of your submission.

Formatting and Page/Time Limitations. You must also pay careful attention to the formatting guidelines and stated page and time limits for the various materials you submit. Assessors will only read up to the allowable page limit. Likewise, they will only view each video up to the stated time limit. Information on pages exceeding the maximum or on a video recording beyond the time limit **will not be considered in the scoring of your submission.**

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

If you are submitting video evidence or other types of evidence (e.g., student work sample) in a language other than English, you must include a written English translation in the file with the sample. For a translation of a video, include the translation at the end of the Written Commentary. Include any necessary child identifiers (but do *not* include children's last names). Note that the pages of your translation do not count toward your page totals.

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

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

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this entry 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.

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.

Planning and Selecting Instructional Materials

Writing about Planning

Complete the Instructional Planning Form (**no more than 1 single-spaced page for each video**, using 11-point Arial font).

Write a description (**no more than 2 double-spaced pages for each video**, using 11-point Arial font) of your instructional planning and decision making for promoting student learning in the context of the lesson featured in the video. In your description, be sure to address the following questions:

- *In the Instructional Context Sheet, you identified your students' characteristics. How did you use detailed knowledge of your students' backgrounds, needs, abilities, and interests and your knowledge of early childhood education in your planning and choice of strategies? What are the instructional challenges represented by your students?*
- *How did the social and physical context you described influence your planning?*
- *What are your long-term instructional goals and any plans for subject-matter integration (during the school year) for this class, and why are these goals and plans appropriate for these students?*
- *How do the instructional goals for this particular lesson fit into your long-term goals and plans?*
- *What is your rationale for choosing the instructional format that you used to meet the goals of this lesson?*
- *What are your reasons for selecting the materials or resources you used?*

Selecting Instructional Materials

Include instructional materials that will help an assessor understand the lesson in the video recording (handouts, excerpts from teacher guides, instructions to students, etc.). You or your students may have used these materials before, during, or after the activity featured on the video recording.

How to Format and Submit Your Instructional Materials

- Complete a new Instructional Planning Form (**no more than 1 page each**) for each video (refer to the "[Component 3 Forms](#)" section of this document). Use single-spaced 11-point Arial font. Include the following after each form in your file for submission:
 - associated description of your instructional planning and strategies (**no more than 2 pages**); use double-spaced 11-point Arial font with 1" margins on all sides of an 8.5" × 11" page
 - one or more instructional materials (**no more than 3 pages total**)
- Place your candidate ID number on the Instructional Planning Form.

- Be sure that your instructional materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.
- Format your instructional materials to fit onto an 8.5" × 11" page.
 - Do not reduce full-sized pages of instructional materials (e.g., handouts, documents created using a word processing program) to fit more than one instructional material onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
 - If instructional materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
 - If instructional materials were created using presentation software (e.g., Google Slides, Microsoft PowerPoint), you may format up to six slides on one 8.5" × 11" page, which counts as **1 page** toward your page total. Be sure any text on the slides is large enough to be fully legible without magnification of the 8.5" × 11" page (original font size no smaller than 36 points) and that there is adequate spacing between text to allow assessors to easily read the slides.
 - If submitting smaller items (including photos and images, **but not text**), you may format up to six smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. In determining the number of smaller items to include on a single page, keep in mind that each of the items must be large and clear enough for assessors to be able to view relevant details.
- If instructional materials that are important for assessors to see are impractical to submit or do not show up clearly in the video recording (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects), submit a digitized drawing, image, or photograph of adequate size to be clearly visible without magnification, or a description/transcription of the material. If you submit a drawing, image, or photograph, be sure it is large enough to be legible on an 8.5" × 11" page. If you submit a description/transcription, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides. The description/transcription will count as part of your page total.
- Submitted materials with illegible text or images too small to be clearly viewed will not be scored.
- Assessors will only read up to the allowable page limit. Pages exceeding the maximum will not be scored.

Refer to the “[Component 3 Electronic Submission at a Glance](#)” chart in this document for page totals for each piece of evidence and how to assemble instructional materials for submission.

Recording Your Videos

You may wish to record a number of different class periods so that you have several recordings from which to choose. Be sure to choose video recordings that give you an opportunity to discuss your practice. It is important to show how you create a positive learning environment, engage students, and facilitate students’ learning.

Follow the guidelines in this section for each of your two video recordings:

- The two videos must feature different lessons and units of instruction.

- Each video must be made during a *single class period*.
- The lessons featured in the videos should be independent of one another and be able to stand alone as evidence of your teaching practice.
- The videos can be made using the same class of students or different classes of students.
- The videos should show as much of the class as possible, but it is acceptable to focus on a particular student while he or she is talking. Use a camera angle that includes as many faces of the students in the class as possible.
- You and your students must be seen and heard in both videos. It is important for assessors to be able to see and hear you and your students together, your students interacting with each other, your students' reactions to what you are doing, and their engagement in learning. Your portfolio component will not be scored if you fail to meet these requirements.
- If you do not receive permission to include a student or adult in a video, you must ensure that he/she is out of the camera's range and not heard.
- Scan the environment in which you plan to record your videos to avoid recording visual cues that reveal individuals' names, your school/facility name, or location.
- The contents of the two videos combined must represent different instructional formats **and** different teaching strategies.

You are not required to feature more than one instructional format or teaching strategy in a single video, although you may. You must be sure, however, that the combined contents of your two videos represent a breadth of content (i.e., address two of the three areas of mathematics, science, and social studies) 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 an integration of developmental domains.

One of the two video recordings submitted for Component 3 and the evidence submitted for Component 2 and Component 4 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives. Videos representing the same unit or lesson will limit the evidence that assessors will score.

Selecting the Class for Each Video

Choose the class to feature in each of your video recordings. Both videos may feature the same class of students, or you may feature a different class in each video. The featured class in each video must be a rostered class during the regular school day and year, not an after-school or summer-school class. Note that at least 51% of the students in the class that you use for each video must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. If you do not adhere to the class composition requirements, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score**.

Since your response will be considered on the basis of how you support students who are engaged in purposeful learning, the class you choose should provide the best opportunity to feature your practice. The focus is on your practice and your ability to facilitate student learning, not on the level of student achievement.

If you are in an administrative position or are in an assignment or teaching setting where you do not have a class of your own that matches the parameters of the certificate area in which you are seeking certification, you may borrow or guest teach another teacher's class or

students in order to complete the portfolio component. Whether working with your own or another teacher's students, you will be expected to submit authentic materials that represent your individual work. You must meet the time frames specified in these instructions. Your submission will be assessed in terms of the component tasks and the criteria defined by the rubric. Your work will be assessed with the same standards as the work of candidates who present work generated by their own students.

When collecting and submitting your evidence, remember to follow the "Guidelines for Referring to People, Institutions, and Places" section in the *General Portfolio Instructions*.

A signed release form is required for each student or adult who appears and/or speaks in the video recordings. It is your responsibility to keep these release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component. The National Board release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center. 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 participate in learning experiences that are accessible to each child. The lesson should show how you engage the children by using a variety of instructional strategies and learning modalities to promote their understanding of specific concepts.

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 Early Childhood/Generalist Standards, to which you should refer for full guidance.

- Learning Environment
 - Establish a safe, fair, equitable, supportive, and challenging environment that promotes young children's development and learning.
 - Create a child-centered learning environment based on trust and mutual respect in which children can exhibit their individuality and understand that making mistakes is an acceptable part of the learning experience.
 - Equip young children with skills that support collaboration, such as the ability to ask thoughtful questions and respond respectfully to others' ideas.
- Student Engagement
 - Foster the active engagement of young children with the teacher and each other in forming, extending, and refining their ideas and explanations.
 - Facilitate problem-solving experiences that promote young children's critical and creative thinking skills.
- Instruction
 - Engage young children in learning activities that are authentic, coherent, and connected to the learning goals; and sequence and structure instruction so that children can achieve the goals.
 - Model strategies for organizing and synthesizing information, allowing children to construct their own knowledge base and generate their own understanding of the world around them.

- Use appropriate, rich instructional resources flexibly and innovatively to promote positive outcomes.
- Monitor and evaluate children's learning to make appropriate instructional adjustments that correspond to children's developmental levels and learning needs.

Video Editing and Audio Enhancement Rules

Submitting each video recording in a continuous and unedited format provides the most authentic representation of your teaching practice. However, each video recording may include **up to two edits** for the reasons listed below. The only allowable edits to the videos are for the following reasons:

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

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

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

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

How to Format and Submit Your Videos

- Submit two video recordings of **10–15 minutes each**. If you submit longer video recordings assessors will view only the first 15 minutes.
- If you edited your videos as allowed for only the reasons listed above, make sure each video includes no more than two edits. Assessors will view and score only the portion of the recording prior to the third edit.
- If expressions or phrases in a language other than English that are important for an assessor to understand are included in your video, provide brief explanations of these expressions or phrases in the Written Commentary.
- If your video is in a language other than English, you must provide a written English translation that includes your candidate ID and any necessary student identifiers (but

not students' names). Include the translation at the end of the file with your Written Commentary. Your translation does not count toward your page totals.

- Convert your video into a file format that meets electronic portfolio management system requirements: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, and .m4v.
- Compress the size of your video file, if necessary. The recommended file size is 200 MB to 300 MB. Refer to the Video Conversion & Compression Guide at www.nbpts.org/national-board-certification/candidate-center 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 children?*
- *How did you monitor and assess children's progress during the lesson and how did this influence your decision making during instruction? How was feedback provided to the children 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 children as a result?*
- *How was your approach to teaching this content to the children in this video influenced by past experience?*
- *What would you do differently, if anything, if you were to teach this particular lesson again to a similar group of young children next year? If you would not change anything, explain why.*

Component 3 Electronic Submission at a Glance

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

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

Release forms are available as PDF downloads from 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, 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.

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 EC/Generalist Component 3

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to establish a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

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

- that the teacher has established a safe, fair, equitable, supportive, and challenging environment that promotes young children’s self-directed learning and active participation as they engage in developmentally appropriate, purposeful learning activities.
- that the teacher creates a child-centered learning environment based on trust and mutual respect in which children can exhibit their individuality and understand that making mistakes is an acceptable part of the learning experience.
- that the teacher effectively equips young children with social skills that support age-appropriate collaboration, such as the ability to ask thoughtful questions or make comments and respond respectfully to others’ ideas.
- that the teacher monitors and evaluates children’s learning to make appropriate instructional adjustments that correspond to children’s developmental levels and learning needs.
- that the teacher ably models strategies for organizing and synthesizing information, allowing children to construct their own knowledge base and generate their own understanding of the world around them.
- that the teacher skillfully engages young children in learning activities that are authentic, coherent, and connected to the learning goals; and sequences and structures instruction so that children can achieve the goals.
- that the teacher draws on detailed knowledge of children’s diverse backgrounds, prior knowledge, and developmental levels when selecting attainable learning goals, instructional strategies, and appropriate, rich, and thought-provoking instructional resources that support the goals flexibly and innovatively to promote positive outcomes.
- 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 children’s learning.

Overall, there is *clear, consistent, and convincing* evidence of establishing a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

The Level 3 performance provides *clear* evidence:

- that the teacher has established a safe, fair, equitable, supportive, and challenging environment that promotes young children’s self-directed learning and active participation as they engage in developmentally appropriate, purposeful learning activities.
- that the teacher creates a child-centered learning environment based on trust and mutual respect in which children can exhibit their individuality and understand that making mistakes is an acceptable part of the learning experience.
- that the teacher sufficiently equips young children with social skills that support age-appropriate collaboration, such as the ability to ask thoughtful questions or make comments and respond respectfully to others’ ideas.
- that the teacher monitors and evaluates children’s learning to make appropriate instructional adjustments that correspond to children’s developmental levels and learning needs.
- that the teacher models strategies for organizing and synthesizing information, allowing children to construct their own knowledge base and generate their own understanding of the world around them.
- that the teacher capably engages young children in learning activities that are authentic, coherent, and connected to the learning goals; and sequences and structures instruction so that children can achieve the goals. However, there may be minor lapses in sequencing.
- that the teacher draws on detailed knowledge of children’s diverse backgrounds, prior knowledge, and developmental levels when selecting attainable learning goals, instructional strategies, and appropriate, rich, and thought-provoking instructional resources that support the goals flexibly and innovatively to promote positive outcomes.
- 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 children’s learning.

Overall, there is *clear* evidence of establishing a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher is able to establish a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

The Level 2 performance provides *limited* evidence:

- that the teacher has established a safe, fair, equitable, supportive, and challenging environment that promotes young children’s self-directed learning and participation as they engage in developmentally appropriate, purposeful learning activities.
- that the teacher creates a child-centered learning environment based on trust and mutual respect in which children can exhibit their individuality and understand that making mistakes is an acceptable part of the learning experience.
- that the teacher equips young children with social skills that support age-appropriate collaboration, such as the ability to ask thoughtful questions or make comments and respond respectfully to others’ ideas.
- that the teacher suitably monitors and evaluates children’s learning to make appropriate instructional adjustments that correspond to children’s developmental levels and learning needs.
- that the teacher models strategies for organizing and synthesizing information, allowing children to construct their own knowledge base and generate their own understanding of the world around them.
- that the teacher adequately engages young children in activities that are connected to the learning goals, and the teacher sequences and structures instruction so that children can achieve the goals. The connection between activities and the learning goals are weak and/or there are lapses in sequencing.
- that the teacher draws on knowledge of children’s backgrounds, prior knowledge, and developmental levels when selecting learning goals, instructional strategies, and appropriate, thought-provoking instructional resources that support the goals innovatively to promote positive outcomes.
- 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 children’s learning.

Overall, there is *limited* evidence of establishing a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher is able to establish a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

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

- that the teacher has established a safe, fair, equitable, supportive, and challenging environment that promotes young children’s self-directed learning and participation as they engage in developmentally appropriate, purposeful learning activities.
- that the teacher creates a child-centered learning environment based on trust and mutual respect in which children can exhibit their individuality and understand that making mistakes is an acceptable part of the learning experience.
- that the teacher satisfactorily equips young children with social skills that support age-appropriate collaboration, such as the ability to ask questions or make comments and respond to others’ ideas.
- that the teacher monitors and evaluates children’s learning to make appropriate instructional adjustments that correspond to children’s developmental levels and learning needs.
- that the teacher models strategies for organizing and synthesizing information, allowing children to construct their own knowledge base and generate their own understanding of the world around them.
- that the teacher competently engages young children in activities that are connected to the learning goals, and the teacher sequences and structures instruction so that children can achieve the goals. There is little or no connection of the activities to the learning goals and/or there are significant lapses in sequencing.
- that the teacher draws on knowledge of children’s backgrounds, prior knowledge, and developmental levels when selecting learning goals, instructional strategies, and appropriate or rich instructional resources that support the goals.
- that the teacher communicates adequately about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote children’s learning.

Overall, there is *little or no* evidence of establishing a safe, fair, equitable, supportive, and challenging environment that fosters the active engagement of young children with the teacher and with each other in sharing ideas and in exploring topics relevant to early childhood education.

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Instructional Context Sheet

Directions: For each video, respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored. Please spell out the first occurrence of acronyms.

Video #: []

Candidate ID#: []

1. Briefly identify the **type of school/program** in which you teach and the **grade/subject configuration** (single grade, departmentalized, interdisciplinary teams, etc.).
[]
2. With regard to your own teaching situation, briefly identify.
Grades Taught: [] Age Levels: []
Number of Students Taught Daily: [] Average Number of Students in Each Class: []
Courses Taught: []
3. What information about your teaching context do you believe would be important for assessors to know to understand your portfolio entry? Be brief and specific.
Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.
[]
4. Identify the number, ages, and grades of students in the class featured in this video and the subject matter of the class.
[]
5. Describe the relevant characteristics of this class that influenced your instructional planning, format, and strategies for this lesson (e.g., ethnic, cultural, and linguistic diversity; the range of abilities of the students; the cognitive, social/behavioral, attentional, sensory, and/or physical challenges of students with exceptional needs; the personality of the class).
[]

Instructional Planning Form

For each video, follow the directions below. Pages exceeding the maximums indicated will not be scored.

1. Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed.
2. Include a description of your instructional planning and strategies (**no more than 2 double-spaced pages in 11-point Arial font with 1" margins on all sides**) and rationales for your choice of goals, strategies, and materials. **Use the questions in "Writing about Planning" to guide your description.**
3. Include **no more than 3 pages** of instructional materials with this form.

Video #: []

Candidate ID#: []

1. Indicate the unit of instruction.

[]

2. Indicate the instructional goals for the unit.

[]

3. Indicate the goals for the lesson featured in the video.

[]

4. Indicate the instructional format chosen for the lesson.

[]

5. Describe the materials or resources used in the lesson.

[]

6. If this video contains 1–2 allowable edits, you must describe the reasons for these edits.

[]

Introduction to Entry Form

Directions: Respond to the prompts below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

Candidate ID#: []

1. Provide a brief overview of your entire entry.

[]

2. Describe the focus of Video 1 and your rationale for including this video in your portfolio submission.

[]

3. Describe the focus of Video 2 and your rationale for including this video in your portfolio submission.

[]



Component 4

Early Childhood/Generalist

Component 4: Effective and Reflective Practitioner

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC

NATIONAL BOARD
for Professional Teaching Standards®

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Overview

This document provides information about the Early Childhood/Generalist (EC/Generalist) 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 the children you teach. You will gather information from a variety of sources about a class of children; use assessments to effectively plan for and positively impact the learning of the children you teach; and provide evidence of your collaboration with families and caregivers, the community, and colleagues and of your contributions to learning communities to advance children's 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 the children you teach, 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.

EC/Generalist Component 4 Portfolio Entry

In the EC/Generalist Component 4: Effective and Reflective Practitioner portfolio entry:

- You provide a profile, or description, of one group of children you teach that you select from the current school year. For Early Childhood/Generalist, one entire class will constitute your group. The group profile will be developed from and supported by information you collect about the children in the class.
- You provide evidence that you collect relevant information about your group of children from data sources and through communications with people who know the children you teach well. This evidence proves that you base assessment practices on your knowledge of the children 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 children's 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 children 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 children's 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 children and how you can best contribute to positive changes for children and your practice in the future.

EC/Generalist 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 children's learning.

The portfolio entry for this component, Effective and Reflective Practitioner, measures the following EC/Generalist Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Using Knowledge of Child Development to Understand the Whole Child
- II. Partnering with Families and Communities
- III. Fostering Equity, Fairness, and Appreciation of Diversity
- V. Assessing Children’s Development and Learning
- VII. Planning for Development and Learning
- VIII. Implementing Instruction for Development and Learning
- IX. Reflecting on Teaching Young Children
- X. Exemplifying Professionalism and Contributing to the Profession

For the complete Early Childhood Generalist Standards, refer to **www.nbpts.org/national-board-certification/candidate-center**.

The EC/Generalist 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 EC/Generalist Component 4](#),” which describes how to develop and submit your evidence, and “[Scoring Rubric for EC/Generalist Component 4](#),” which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EC/Generalist 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**.

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**.

Scoring Rubric

The EC/Generalist 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**.

Portfolio Instructions for EC/Generalist Component 4

This section contains the directions for developing and submitting the Component 4 EC/Generalist 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 the children you teach and then applying that knowledge to advance children's learning and growth. You will show that you base instructional decisions and assessment practices on your knowledge of the children 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 children's learning.

In this entry, you

- describe or build a group profile of a class of children 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 children 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 children's learning;
- use your cumulative knowledge of children to analyze and reflect on the effectiveness of your assessment practices and how best to positively impact children's 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 children's 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 children 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 of children as the focus for both the Knowledge of Students and the Generation and Use of Assessment Data sections of this portfolio entry. Submit a completed **Group Information and Profile Form** 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 children (**no more than 3 pages combined**) **must** be included with the Formative Assessment Materials Form. The children's self-assessments used must reflect a process by which the children monitor and evaluate their learning as well as identify ways to improve performance and understanding.
 - a completed **Summative Assessment Materials Form (no more than 1 page)** and associated evidence, including the assessment or a description of it (**no more than 2 pages**) and results from the assessment (**no more than 2 pages**)
- **Participation in Learning Communities.** Describe a professional learning need and a children's 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 class of children on which the group profile is based, based on an earlier group of children 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 children's 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 children and how you contribute to positive changes for children.

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 children whose work is featured and any assessments and/or examples of children’s 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 children’s 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 children’s learning must be no older than the 12 months preceding the ePortfolio submission window. If you submit your portfolio with one or more sections that feature a class, an assessment, a need, and/or evidence that is older than the time frames described above, that response will be considered inappropriate and **will be treated as missing material** during scoring.

Required Elements. As you prepare your portfolio, pay careful attention to the forms, information, work samples, and other evidence you are required to submit. It is your responsibility to make sure that your portfolio component materials are complete when they are submitted. You will not be notified of any missing materials. **You will not receive a score for this component if you do not submit any parts of the component or it is lacking critical materials** (e.g., Written Commentary, assessment materials). Even if your portfolio is missing a minor piece, bear in mind that assessors will have less information on which to base their evaluation of your work. The “[Component 4 Electronic Submission at a Glance](#)” chart later in this document summarizes all the pieces that you need to include and can help you check the completeness of your submission.

Formatting and Page Limitations. You must also pay careful attention to the formatting guidelines and stated page limits for the various materials you submit. Assessors will only read up to the allowable page limit. Information on pages exceeding the maximum **will not be considered in the scoring of your submission**.

Language other than English. Assessments, children’s 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 a child's self-assessment in a language other than English, you must include a written English translation in the file with the sample. For a translation of a child's self-assessment, label the translation (e.g., "Translation of Student 1's Self-Assessment") and include any necessary child identifiers (but do *not* include children's last names). Note that the pages of your translation do not count toward your page totals.

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

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

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio entry 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.

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.

Selecting the Groups of Students

For the Group Profile

Choose one entire class of children for which you will develop a group profile or description. If you teach multiple classes, do **not** combine information from different classes for the group profile. The featured class must be a rostered class during the regular school day and year, not an after-school or summer-school class. Note that at least 51% of the children in the class 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 class composition requirements, you will **receive a not scorable (NS) for the component on your score report**.

For the profile, the children must be your students during the current school year or have been within the 12 months preceding your submission. Your response will be considered on the basis of how you develop knowledge of the children you teach 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 children's learning.

Provide a profile or description of the class of children you selected to feature in this portfolio entry based on the information you gathered. Include relevant characteristics of the **entire**

class that will help others “see” the children as a group of learners who will benefit from the information gathered.

The focus is on your knowledge of the children, your collaboration with others as you gain and make decisions based on that knowledge, and assessment—not on the level of the children’s 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 in order to complete the portfolio component. Whether working with your own or another teacher’s class, 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 class.

For Generation and Use of Assessment Data

Use assessment data from the same class for which you have developed the group profile. Use assessments that are appropriate in the context of the instructional unit and for the children in this class, and that produce accurate and reliable results that contribute to these children’s learning.

For Participation in Learning Communities

When selecting a group of children 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 of children 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 class of children you collected from multiple sources and how you collected it; for example:
 - collecting and analyzing children’s 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 children or similar groups of children
 - exploring community resources for factors that may affect the school and the children you teach
- a detailed profile or description of the entire class you selected to feature in this portfolio entry based on the information you gathered:

- Include what you know about this group of children 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 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 of children for which you have developed the group profile. Use assessments that are appropriate in the context of the instructional unit and for the children in this class, and that produce accurate and reliable results that contribute to these children’s learning.

You will need to submit information and materials associated with one formative use of assessment and one summative use of assessment. For each type, you may feature either an assessment you created yourself or a ready-made assessment (published, purchased, copyrighted, and/or secure) that you have selected.

While you may feature a ready-made assessment, do not **submit** a copy of a ready-made assessment (in whole or in part) that is copyrighted or otherwise restricted for test security reasons (e.g., many statewide assessments expressly prohibit the disclosure or sharing of the contents of an assessment).

Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. You will submit the following forms that describe these assessment materials:

- a completed **Instructional Context Form (no more than 1 page)** on which you will describe the following:
 - the unit plan
 - the unit objectives
 - why the selected assessments are appropriate for the children 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 class of children 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 children’s responses or performance (**no more than 2 pages per assessment**). The assessment results must include results for the **entire** class of children in your profile, not a subset of children. 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 children** as part of the assessment process (**no more than 3 pages combined**); for example:
 - children’s self-evaluation using a rubric or checklist
 - transcript of a conversation between children or between a child and the educatorWhile the children’s 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 child 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.

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 children's use of self-assessment (one example per child).
- 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 child's use of self-assessment as "Student 1," "Student 2," and "Student 3." **Do not leave personally identifiable information on any documents you submit.**
- Format your materials to fit onto an 8.5" × 11" page.
 - Do not reduce full-sized pages of assessment materials to fit more than one assessment material onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
 - If you need to submit a description in place of the actual assessment, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides (**no more than 2 pages**).
 - If materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
 - If submitting smaller items (including photos and images, but **not text**), you may format several smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. Each of the items must be large and clear enough for relevant details to be visible without magnification.
- If materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects, video or audio recordings, multi-dimensional product), submit a digitized drawing, image, or photograph of adequate size to be visible without magnification or a description of the materials. If you submit a description, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides. The images or description will count toward your page total.
- Submitted materials with illegible text or images too small to be clearly viewed will not be scored.
- Assessors will only read up to the allowable page limit. Information on pages exceeding the maximum will not be considered in the scoring of your submission.

Refer to the "[Component 4 Electronic Submission at a Glance](#)" chart in this document for the file types acceptable for submission, the number of files to submit, the page counts allowed for each piece of evidence, and how to assemble assessment materials for submission.

Participation in Learning Communities

As part of this entry, you are asked to include information and evidence of your involvement in learning communities and clearly show how that participation is connected to children's learning and your practice. This requires you to describe, analyze, and reflect on your participation in the learning communities relevant to you, your students, and your practice. The learning communities may range from the classes you teach to your department, school, or district and may include your own students, the larger student body of your school or district, other teachers, administrators, school service personnel, and families.

While the professional or student needs may be directly related to the subject/s you teach, you may include needs from the broader learning community, as long as addressing those needs is clearly connected to children's learning and your practice. Include ways in which this participation impacts your practice of gathering and using information about children to inform your instructional and assessment practices and contributes to positive learning changes for children. Provide evidence of the need for advocacy, collaboration, and/or leadership on your part as well as its impact on children's 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 children's learning (e.g., children's 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 children 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 children and how you contribute to positive changes for children.

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 of children? 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 class of children 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 children's 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 class of children 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 children's 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 children's performance?*
- *What did your analysis of the results of the formative assessment tell you about where the children as a class 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 children as a class 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 children's 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 class? 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 children's 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 of children you selected? In the future, what different approaches or additional steps might you take to further enhance your knowledge of children and why?*
- *How has your assessment practice evolved as you have gained knowledge of the children you teach and learned from your experiences; your interactions with colleagues, children's 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 children's 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 children, collaborating with others, using assessment, participating in learning communities), what is your plan for continuing to have a positive impact on children's 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 and are available for reference on the following pages of this document.

EC/Generalist Component 4: Effective and Reflective Practitioner			
What to Submit	Supported File Types	Number of Files to Submit/Response Length	Additional Information
Contextual Information Sheet (form provided)	docx, odt, or pdf	Submit 1 file that includes: <ul style="list-style-type: none"> Completed Contextual Information Sheet (no more than 1 page) 	<ul style="list-style-type: none"> Use 11-point Arial font Single space
Knowledge of Students (form provided)	docx, odt, or pdf	Submit 1 file that includes: <ul style="list-style-type: none"> Completed Group Information and Profile Form (no more than 2 pages) Evidence that you gathered information from at least two sources (no more than 2 pages) 	<ul style="list-style-type: none"> Use 11-point Arial font Single space Label evidence appropriately
Generation and Use of Assessment Data (forms provided)	docx, odt, or pdf	Submit 3 files that include: <ol style="list-style-type: none"> Completed Instructional Context Form (no more than 1 page) Formative assessment materials, including: <ul style="list-style-type: none"> Completed Formative Assessment Materials Form (no more than 2 pages) Teacher-made formative assessment OR description of copyrighted or secure ready-made assessment (no more than 2 pages) Data or other results from formative assessment (no more than 2 pages) Examples of 3 different children's use of self-assessment (no more than 3 pages combined) Summative assessment materials, including: <ul style="list-style-type: none"> Completed Summative Assessment Materials Form (no more than 1 page) Teacher-made summative assessment OR description of copyrighted or secure ready-made assessment (no more than 2 pages) Data or other results from summative assessment (no more than 2 pages) 	<ul style="list-style-type: none"> Use 11-point Arial font for forms and descriptions (if any) Single space forms; double space descriptions (if any) Label the assessments and/or descriptions and data as "Formative" and "Summative," as appropriate. Label each child's use of self-assessment as "Student 1," "Student 2," and "Student 3," as appropriate. Do not leave personally identifiable information on any documents you submit. Refer to the "Guidelines for Referring to People, Institutions, and Places" section in the <i>General Portfolio Instructions</i>.
Participation in Learning Communities (forms provided)	docx, odt, or pdf	Submit 2 files that include: <ol style="list-style-type: none"> Completed Description of Professional Learning Need Form (no more than 1 page), including the following evidence (no more than 2 pages of evidence combined): <ul style="list-style-type: none"> Evidence of how you met the professional learning need Evidence of the impact of your actions on children's learning Completed Description of a Student Need Form (no more than 1 page), including the following evidence (no more than 2 pages of evidence combined): <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Use 11-point Arial font Single space Label evidence appropriately
Written Commentary	docx, odt, or pdf	Submit 1 file (no more than 12 pages)	<ul style="list-style-type: none"> Use 11-point Arial font Double space with 1" margins on all sides

Release forms are available as PDF downloads from 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, 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 child whose self-assessments are included. These release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center.

Remember, all last names on correspondence, assessments, and children's 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 children 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 children 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 Children Taught Daily: []

Average Number of Children 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 children you collected from multiple sources and how you collected it.

[]

2. Describe the group of children 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 children 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 children's responses (**no more than 2 pages**)
- Examples of 3 children's 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 children's 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 children's 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 children's learning (e.g., children's 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 children (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 EC/Generalist Component 4

Level 4

The **LEVEL 4** performance provides clear, consistent, and convincing evidence the teacher develops and uses knowledge of children 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 children's 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 children and insightfully evaluates the information for relevance and relative importance.
- appreciates that the family-school relationship is continuous, reciprocal, evolving, and essential and intertwines each family's goals for children with instructional goals to achieve educational success.
- applies the in-depth knowledge gathered about the group of children 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 children's progress toward those goals, evaluating children's progress, and, based on the analysis of results and knowledge of children, setting new learning goals to improve children's learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments productively for formative and summative purposes to gain information about children's 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 children's needs.
- assesses young children's progress and uses immediate feedback to enhance ongoing learning, skillfully enabling children to begin using assessment as a tool to take responsibility for their own learning.
- actively encourages, guides, and supports children's self-assessment to help children 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 children's 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 children's learning and growth.

Overall, there is *clear, consistent, and convincing* evidence the teacher develops and uses knowledge of children 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 children's learning and growth.

Level 3

The **LEVEL 3** performance provides *clear* evidence the teacher develops and uses knowledge of children 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 children's 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 children and evaluates the information for relevance and relative importance.
- appreciates that the family-school relationship is continuous, reciprocal, evolving, and essential and intertwines each family's goals for children with instructional goals to achieve educational success.
- adequately applies the knowledge gathered about the group of children 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 children's progress toward those goals, evaluating children's progress, and, based on the analysis of results and knowledge of children, setting new learning goals to improve children's learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments adequately for formative and summative purposes to gain information about children's 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 children's needs.
- assesses young children's progress and uses immediate feedback to enhance ongoing learning, enabling children to begin using assessment as a tool to take responsibility for their own learning.
- encourages, guides, and supports children's self-assessment to help children 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 children's 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 children's learning and growth.

Overall, there is *clear* evidence the teacher develops and uses knowledge of children's 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 children's learning and growth.

Level 2

The **LEVEL 2** performance provides *limited* evidence the teacher develops and uses knowledge of children 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 children's 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 children and evaluates the information for relevance and relative importance. The information gathered may be incomplete or superficial.
- appreciates that the family-school relationship is continuous, reciprocal, evolving, and essential and intertwines each family's goals for children with instructional goals to achieve educational success.
- applies the knowledge gathered about the group of children in planning instruction and assessment. The connection between the gathered information about the children and the unit objectives, instruction, and/or assessments may be unclear or weak. The connection between the gathered information about the children 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 children's progress toward those goals, evaluating children's progress, and, based on the analysis of results and knowledge of children setting new learning goals to improve children's 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 children's 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 children's needs. The data may be incomplete or the effect of the data on instruction is vague or general.
- assesses young children's progress and uses immediate feedback to enhance ongoing learning.
- guides and supports children's self-assessment to help children 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 children's 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 children's learning and growth. The link between activities for expanding one's professional knowledge and the impact on children's learning and growth may be unclear or weak.

Overall, there is *limited* evidence the teacher develops and uses knowledge of children 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 children's learning and growth.

Level 1

The **LEVEL 1** performance provides *little or no* evidence the teacher develops and uses knowledge of children 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 children’s 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 children and evaluates the information for relevance and relative importance.
- appreciates that the family-school relationship is continuous, reciprocal, evolving, and essential and intertwines each family’s goals for children with instructional goals to achieve educational success.
- applies the knowledge gathered about the group of children in planning instruction and assessment. There may be little or no connection between the gathered information about the children 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 children’s progress toward those goals, evaluating children’s progress, and setting new learning goals to improve children’s 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 children’s 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.
- assesses young children’s progress and uses feedback to enhance ongoing learning.
- supports children’s self-assessment to help children become active participants in their education and encourages children to evaluate their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in children’s learning and growth, ensuring that learning unfolds in logical ways across days, months, and beyond.
- 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 children’s learning and growth. The cited activities may be trivial and/or have little connection to children’s learning and growth.

Overall, there is *little or no* evidence the teacher develops and uses knowledge of children 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 children’s learning and growth.

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by



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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.
[]

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 children 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 children 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 Children Taught Daily: []

Average Number of Children 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 children’s learning (e.g., children’s 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 children (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.

[]

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 children's responses (**no more than 2 pages**)
- Examples of 3 children's 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 children's 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 children you collected from multiple sources and how you collected it.
[]
2. Describe the group of children 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 children and the unit objectives.

[]

Summative Assessment Materials Form

Directions: Respond to the prompt(s) below (**no more than 1 single-spaced page in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Summative Assessment Materials Form, include the following:

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in children's responses (**no more than 2 pages**)

Candidate ID#: []

1. Describe the assessment, including the purpose and appropriate use of the assessment, student population for whom the assessment is intended, how the assessment was developed, how it was administered and scored, and how the scores are intended to be used.

[]



Forms

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), 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].)

NATIONAL ASSOCIATION OF CREDENTIAL EVALUATION SERVICES (NACES) MEMBERS

<p>Academic Evaluation Services, Inc. 11700 N 58th Street G & H Tampa, FL 33617 (813) 374-2020 FAX: (813) 374-2023</p>	<p>e-ValReports 10924 Mukilteo Speedway, #290 Mukilteo, WA 98275 (425) 349-5199 FAX: (425) 349-3420</p>	<p>International Academic Credential Evaluators, Inc. PO Box 2465 Denton, TX 76202-2465 (940) 383-7498 FAX: (940) 382-4874</p>
<p>A2Z Evaluations, LLC 216 F Street, #29 Davis, CA 95616 (530) 400-9266</p>	<p>Evaluation Service, Inc. 333 W. North Avenue, #284 Chicago, IL 60610 (847) 477-8569 FAX: (312) 587-3068</p>	<p>International Consultants of Delaware, Inc. 3600 Market Street, Suite 450 Philadelphia, PA 19104 (215) 387-6950 ext. 603 FAX: (215) 349-0026</p>
<p>Center for Applied Research, Evaluations, & Education, Inc. PO Box 18358 Anaheim, CA 92817 (714) 237-9272 FAX: (714) 237-9279</p>	<p>Foreign Academic Credential Service, Inc. PO Box 400 Glen Carbon, IL 62034 (618) 656-5291 FAX: (618) 656-5292</p>	<p>International Education Research Foundation, Inc. PO Box 3665 Culver City, CA 90231-3665 (310) 258-9451 FAX: (310) 342-7086</p>
<p>Education International, Inc. 29 Denton Road Wellesley, MA 02482 (781) 235-7425 FAX: (781) 235-6831</p>	<p>Foreign Educational Document Service PO Box 4091 Stockton, CA 95204 (209) 948-6589</p>	<p>Josef Silny & Associates, Inc. International Education Consultants 7101 SW 102 Avenue Miami, FL 33173 (305) 273-1616 FAX: (305) 273-1338</p>
<p>Educational Credential Evaluators, Inc. PO Box 514070 Milwaukee, WI 53203-3470 (414) 289-3400 FAX: (414) 289-3411</p>	<p>Foundation for International Services, Inc. 14926 35th Avenue West, Suite 210 Lynnwood, WA 98087 (425) 248-2255 FAX: (425) 248-2262</p>	<p>SpanTran: The Evaluation Company 2400 Augusta Drive, Suite 451 Houston, TX 77057 (713) 266-8805 FAX: (713) 789-6022</p>
<p>Educational Perspectives, NFP PO Box 618056 Chicago, IL 60661-8056 (312) 421-9300 FAX: (312) 421-9353</p>	<p>Global Credential Evaluators, Inc. PO Box 9203 College Station, TX 77842-9203 (800) 707-0979 FAX: (512) 388-3174</p>	<p>World Education Services, Inc. PO Box 5087 Bowling Green Station New York, NY 10274-5087 (212) 966-6311 FAX: (212) 739-6100</p>
<p>Educational Records Evaluation Service, Inc. 601 University Avenue, Suite 127 Sacramento, CA 95825 (916) 921-0790 FAX: (916) 921-0793</p>	<p>Global Services Associates, Inc. 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
--

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>

Educational Institution Officer: 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 _____	
Signature _____	Title _____	Date _____	

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	
Middle States Commission on Higher Education Dr. Elizabeth H. Sibolski, President 3624 Market Street Philadelphia, PA 19104 (267) 284-5000 FAX: (215) 662-5501 E-MAIL: info@msche.org	Western Association of Schools and Colleges, Accrediting Commission for Senior Colleges and Universities 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 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"/> Yes <input type="checkbox"/> No (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"/> Yes <input type="checkbox"/> No</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"/> 0.5 year <input type="checkbox"/> 1.5 years <input type="checkbox"/> 2.5 years</p> <p><input type="checkbox"/> 1.0 year <input type="checkbox"/> 2.0 years <input type="checkbox"/> 3.0+ years</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.

Employment Status	Years of Employment (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 _____
Date

Name (Print) (_____) _____
Phone

Title

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

- 1st Time applicants: fingerprints processed by L -1 Solutions (L1enrollment.com)
- Previously certified in WV – do not need to resubmit

Part 5: County Superintendents recommendation by signature – Must be employed in the WV public school system.

INSTRUCTIONS FOR SUBMITTING FEE REIMBURSEMENT APPLICATIONS (Form 33, Form 36, and Form 37)

Beginning July 1, 2012, all Form 33, Form 36, and Form 37 fee reimbursement applications submitted to the Office of Certification and Professional Preparation MUST include all required documentation for approval. The required documentation is listed on the appropriate Form 33, Form 36, and Form 37 application page.

Any application received without all required documentation, as listed on the Form 33, Form 36, and/or Form 37 application page, will be denied. To reapply, a new application must be submitted to the Office of Certification and Professional Preparation.

The approval and denial status for all Form 33, Form 36, and Form 37 applications will be displayed ***online only*** for the county of employment and for the applicant. Payment for all applications, if approved for state reimbursement, will be issued by the county of employment. Any state-approved reimbursement amount will be listed on the online reimbursement status site.

Fee reimbursement applications are processed on the fiscal year system. All Form 33, 36 and 37 applications received during each fiscal year (July 1 through the following June 30) will be processed by the end of that same fiscal year (June 30).

Fee reimbursement application information is available through:

<https://wveis.k12.wv.us/certcheck/>

Then select "Reimbursements" then "View Details" link



Date Received by County Board of Education: _____

Date Received by Institution of Higher Education: _____

Part 1 -Applicant Information

Social Security Number _____ Birth Date (MM-DD-YYYY) _____ Gender (M or F) _____ US Citizen (Y or N) _____ US Veteran or Spouse of Veteran (Y or N) _____

Last Name _____ First Name _____ MI _____ Previous Last Name (Maiden) _____
(If your name has changed since your last application, **proof of name change must be attached** e.g. photocopy of marriage certificate, etc.)

Street Address _____ City _____ State _____ Zip Code _____

Primary Phone _____ Secondary Phone _____ E-Mail _____

List the institutions from which a degree has been earned			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