



National Board Certification Support

**Literacy: Reading-Language Arts
Early and Middle Childhood**

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Guide to National Board Certification

Guide to National Board Certification

Version 2.7

- 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 122,000 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 must be paid during **each** assessment cycle 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.
- ✓ 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 for which you register during the assessment cycle in which the component is purchased.

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 2018-19 assessment cycle.

2018-19 Important Dates and Deadlines	
Registration Window	April 1, 2018-February 28, 2019
Registration (includes payment of \$75 fee)	February 28, 2019
Component Selection (includes payment of component fees)	February 28, 2019
Change of Certificate and/or Specialty Area	February 28, 2019
Change of Component Selection	February 28, 2019
Withdrawal Deadline	February 28, 2019
ePortfolio Submission Window	April 1-May 15, 2019
Component 1: Content Knowledge Testing Window	March 1-June 15, 2019
Score Release	On or before December 31, 2019

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-mid-May, 2020
Component 1: Content Knowledge Testing Window	March 1-June 15, 2020
Score Release	On or before December 31, 2020

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.
- 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 apply 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 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.
- 2019-20 and have ACTFL certificates that were issued on or after February 28, 2018.

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	2018-19 Cycle Deadline	2019-20 Cycle Deadline
Registration fee*	Charged once per assessment cycle. You will not be able to select a component without payment of this nonrefundable and nontransferable fee.	\$75	No later than February 28, 2019	No later than February 28, 2020
Component 2-4 Fee	Required for each attempt (initial and retake) of all portfolio components.	\$475 per component	February 28, 2019	February 28, 2020
Component 1 Fee (first attempt)	Required for the Content Knowledge assessment.	\$475	February 28, 2019	February 28, 2020

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, 2019	February 28, 2020
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, 2019	August 30, 2020
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.

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.

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.

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.

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 even if you are receiving third-party financial support. All fees must be paid prior to the payment 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.

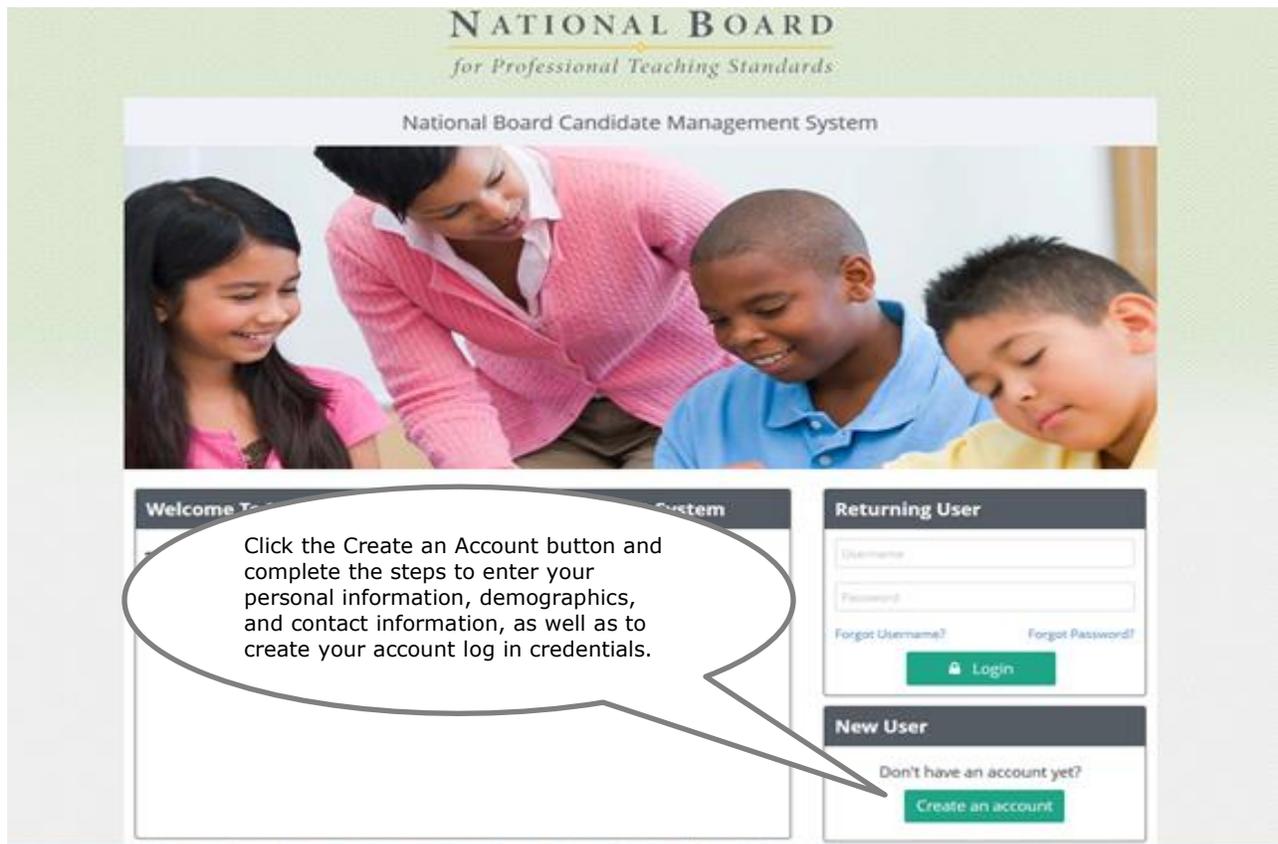
If the majority of your instruction takes place with students for whom English is a new language, the appropriate National Board certificate may be either the Early and Middle Childhood/English as a New Language certificate or the Early Adolescence through Young Adulthood/English as a New Language certificate.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

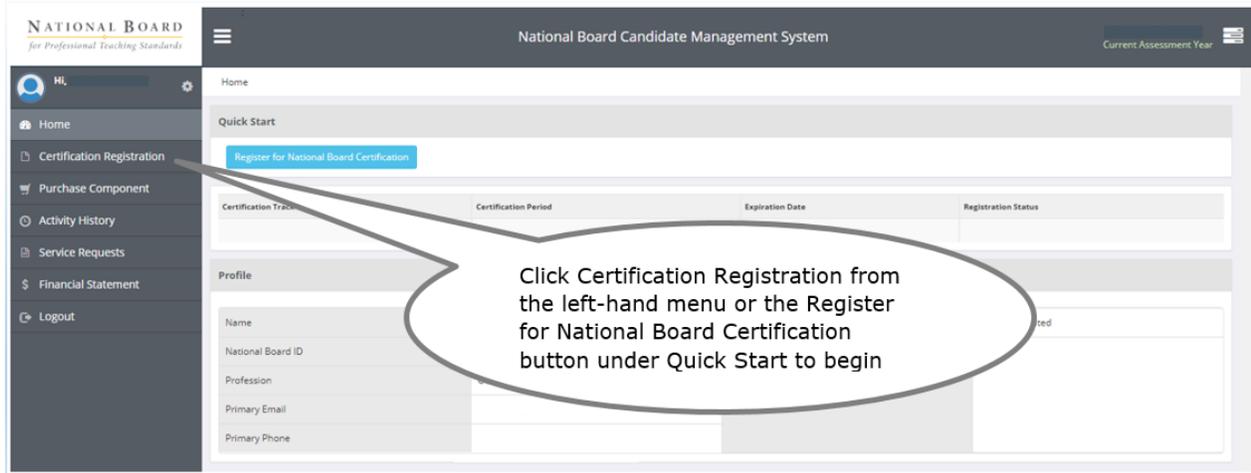
The first step in the registration process is creating an account. Click the Create an Account button and complete the steps to enter your personal information, demographics, and contact information, as well as to create your account log in credentials. **Note: In order to be considered an active candidate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

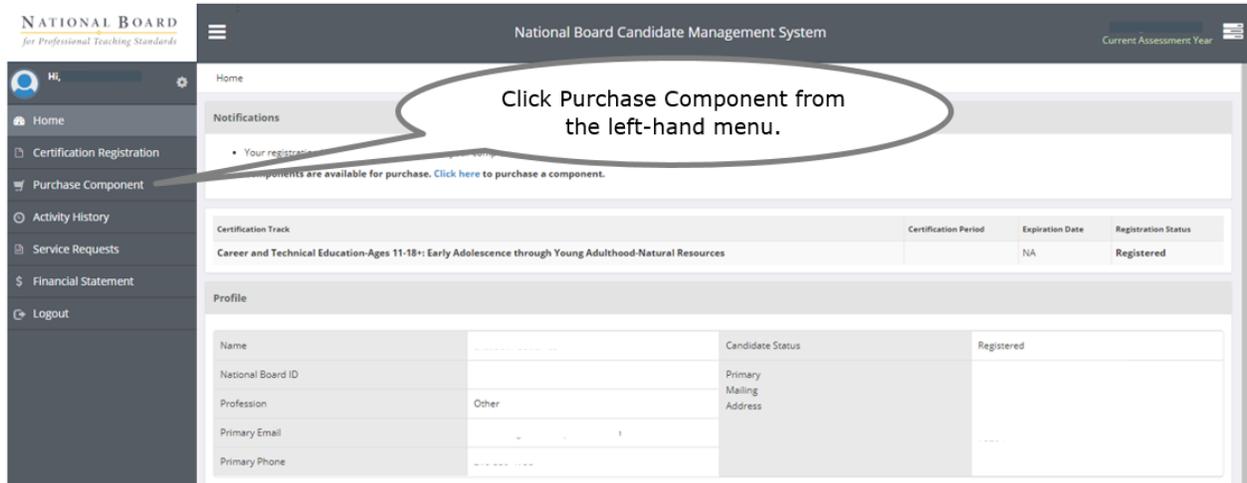
The screenshot shows the National Board Candidate Management System interface. A callout box highlights a button in the top right corner. The interface includes a navigation menu on the left, a 'Home' section with notifications, a 'Certification Track' table, and a 'Profile' section with personal information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

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

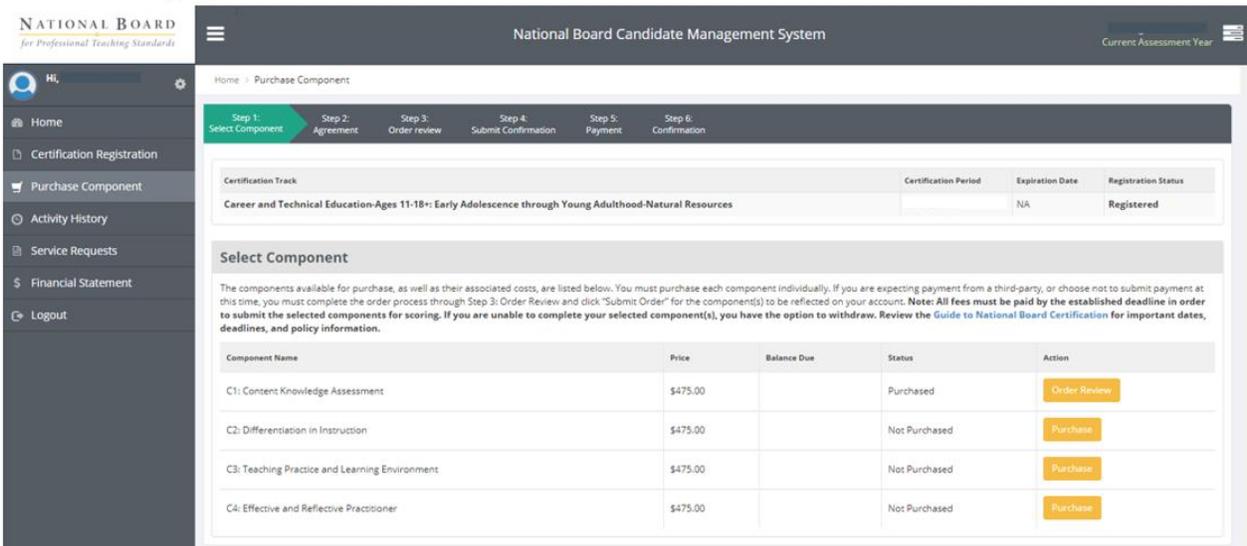
Name	Candidate Status	Certification In Progress
National Board ID	Primary Mailing Address	
Profession		
Primary Email		
Primary Phone		

Select Components

Log in to your account at www.nbpts.org/sign-in 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.)



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**

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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.

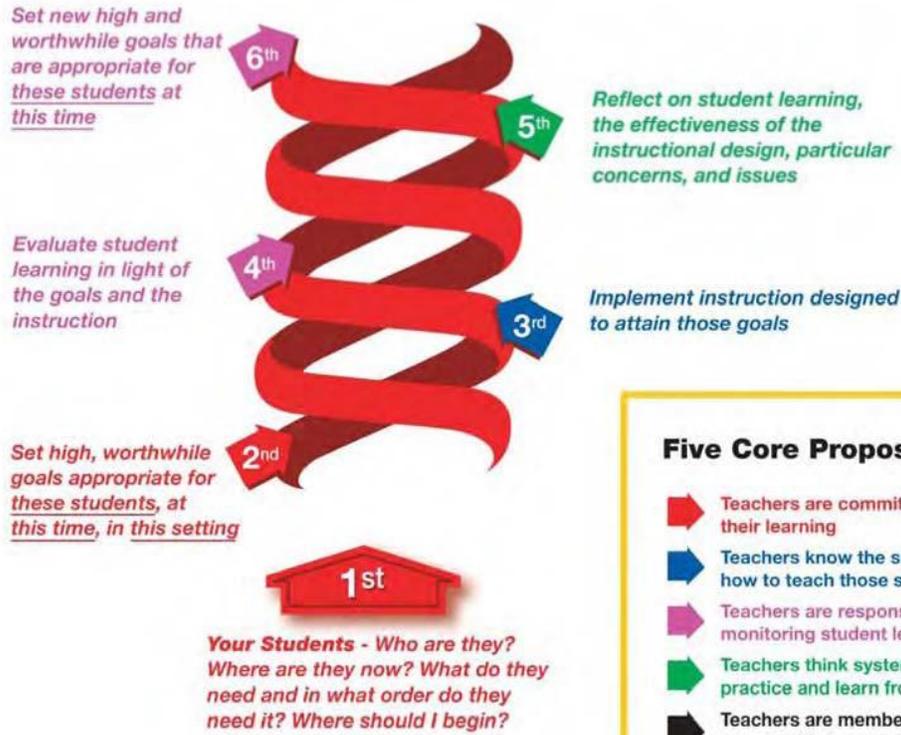
Sets of Standards are developed for each of the specific certificate areas, and each component of a certificate area is based on a subset of these Standards. When you begin to review each component of your certificate area, you will find that these groupings of Standards define and frame what will be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

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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.

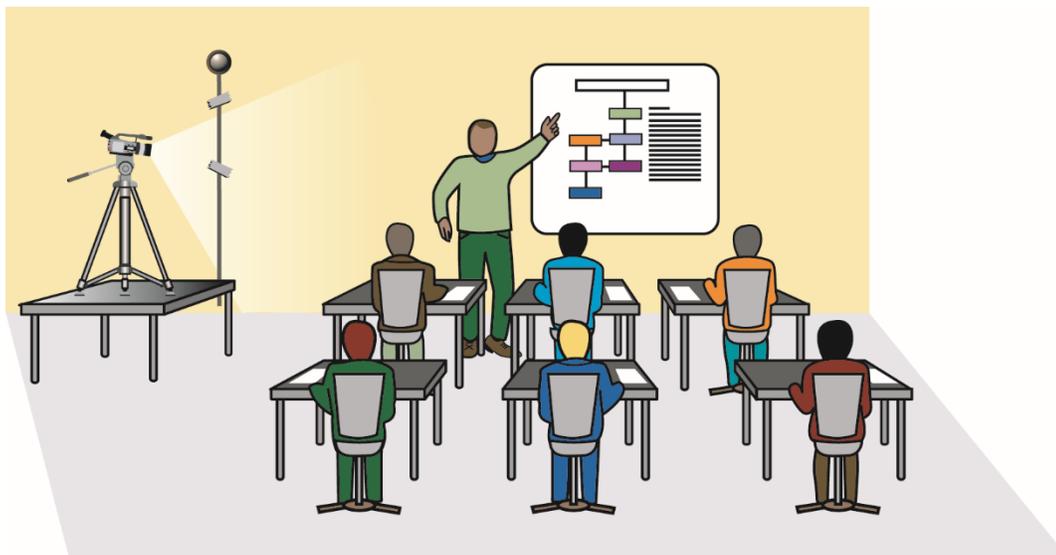
Whole-Class Video Recording

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!
<p>Student work samples</p>	<p>In each Written Commentary, confirm that student work samples are the samples that that lesson elicited. Use the appropriate forms and mark the student work samples with student identifiers (e.g., “Student A,” “Student B”). Omit student last names.</p>	<p>If you include the wrong Written Commentary with your student work samples, that Written Commentary will be used to score your portfolio component.</p>
<p>Video recordings</p>	<p>Review the content of your video recordings to ensure that activity can be seen and heard. Be sure your video recordings include no more than two allowable edits for the reasons specified in the <u>“Video Editing and Audio Enhancement Rules for Component 3”</u> section. If either of your video recordings includes one or two allowable edits, you must note the reason for each edit on the Instructional Planning Form.</p> <p>Verify that the lesson you described in the Written Commentary is the same lesson that you included in your video evidence.</p> <p>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>
<p>Completeness of portfolio component</p>	<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

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

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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) 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, 2019. 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 who have selected to submit a portfolio during the 2018–19 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 April 1. 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
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 available at www.nbpts.org/national-board-certification/candidate-center.

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.

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. Please note that you may be required to combine some materials into a single file for submission. Sample charts are 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: AYA/English Language Arts).

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Welcome First Name | My Account | Contact Us | Help | Sign Out

Component 2: AYA/English Language Arts

1. Read the submission guides.
Guide to Electronic Submission
Electronic Submission at a Glance

2. Upload your work.
Complete all parts by uploading your files.

3. Submit portfolio entry.
When you have indicated that each part is ready to submit, submit your portfolio entry.
When should I submit?

Portfolio Entry Summary Submit Portfolio Entry
When should I submit?

Component 2: Differentiation in Instruction [Show Instructions](#) 0 of 4 Parts Ready to Submit

PARTS	STATUS	FILES
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" 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 bar for each submission will indicate when all the parts are complete.

7. **Click** "Submit Portfolio Entry" 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

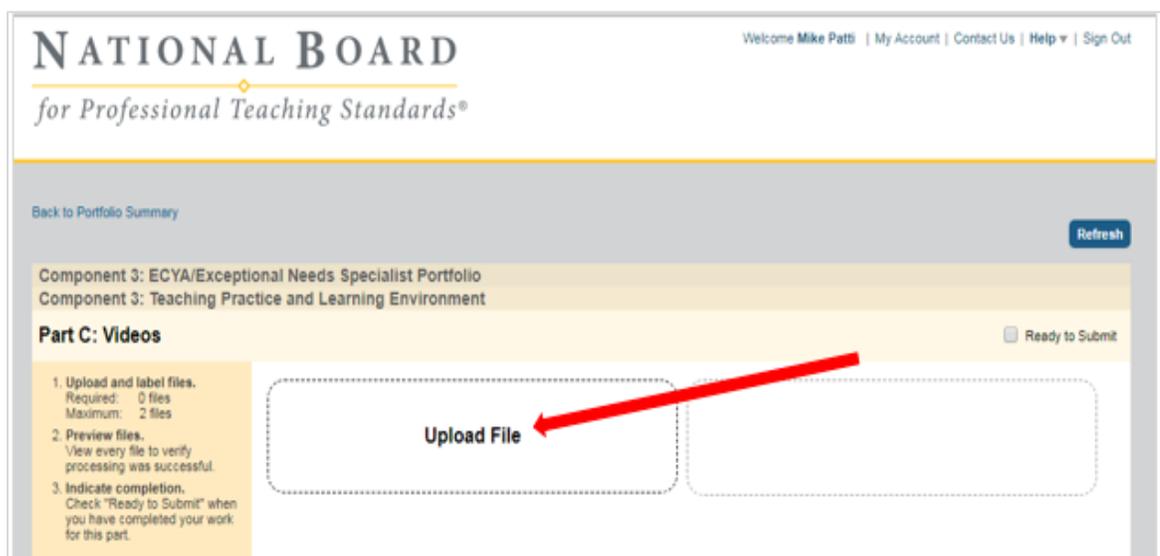
Note: The list of parts requiring labeling is subject to change in the future and is not applicable to renewal candidates.

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.

Select Label...

Step 1: Select Label...

Please select labels for Teach_Pract_Learn_Env.mp4

Videos

▼

Continue
Cancel Upload

Select Label...

Step 1: Select Label...

Please select labels for Teach_Pract_Learn_Env.mp4

Videos

▼

Video Instructional Unit 1

Video Instructional Unit 2

Select Label...

Step 1: Select Label...

Please select labels for Teach_Pract_Learn_Env.mp4

Videos

Video Instructional Unit 1

▼

Continue
Cancel Upload

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.

Component 4: AYA/Science Portfolio

Component 4: Effective and Reflective Practitioner

Part C: Generation and Use of Assessment Data Ready to Submit

✘ Please fix file problems shown below.

1. Upload and label files.
Required: 0 files
Maximum: 3 files
2. Preview files.
View every file to verify processing was successful.
3. Indicate completion.
Check "Ready to Submit" when you have completed your work for this part.

docx.docx

Instructional Context Change Label
01/11/2018 10:38 AM CST | Duplicate label

Remove

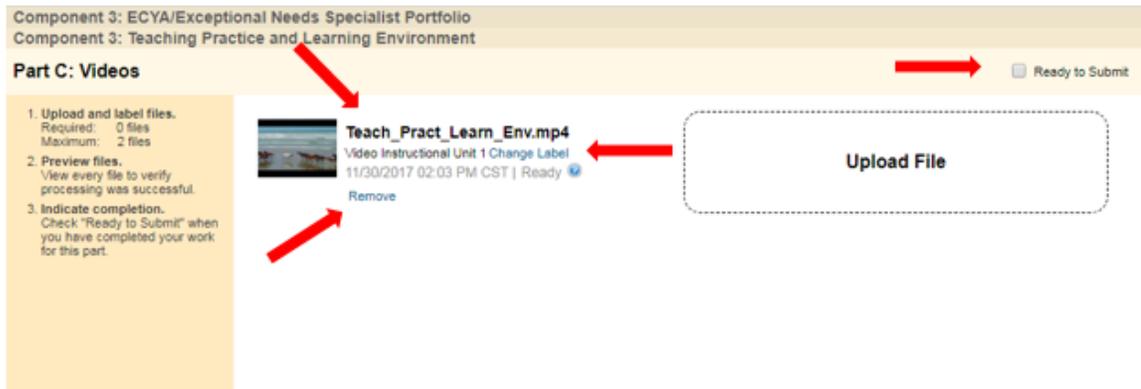
pdf.pdf

Instructional Context Change Label
01/11/2018 10:41 AM CST | Duplicate label

Remove

Upload File

3. Once you have successfully labeled and uploaded a file, you will be able to **review** your transcoded file, **change** the label you applied if needed, **remove** the file altogether, **upload and label** another file (if necessary), or **click** the "Ready to Submit" checkbox 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 Portfolio Entry 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 May 22, 2019**). 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 (May 15, 2019). 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.

System Specifications

You will need access to a computer with the following minimum specifications:

Operating System	Browsers Supported	Internet Connection*	Additional Software Required
Windows 7 or later	Chrome (latest) Firefox (latest) Internet Explorer 11 or greater	High speed	Adobe® Flash® Player 10.1** or higher Microsoft® Word™ 1997–2003 or later, or OpenOffice 3 or higher
Mac OS X v10.9 or later	Chrome (latest) Safari (latest) Firefox (latest)	High speed	Adobe® Flash® Player 10.1** or higher Microsoft® Word™ 1997–2003 or later, or OpenOffice 3 or higher

*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."

**Adobe® Flash® Player is available free of charge at <http://get.adobe.com/flashplayer/>.

Sample Electronic Submission at a Glance Charts

The samples on the following pages illustrate electronic submission information for

- first-time, returning, and retake candidates;
- renewal 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**.

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. 	
<ul style="list-style-type: none">  Video recording. Submit as flv, asf, qt, mov, mpg, mpeg, avi, wmv, mp4, or m4v file. 	

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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.

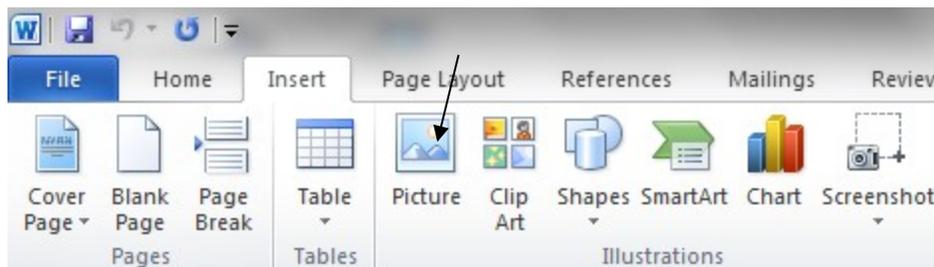
If you do not own a scanner or an all-in-one machine, consider using the services offered at your local library or office supply store.

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

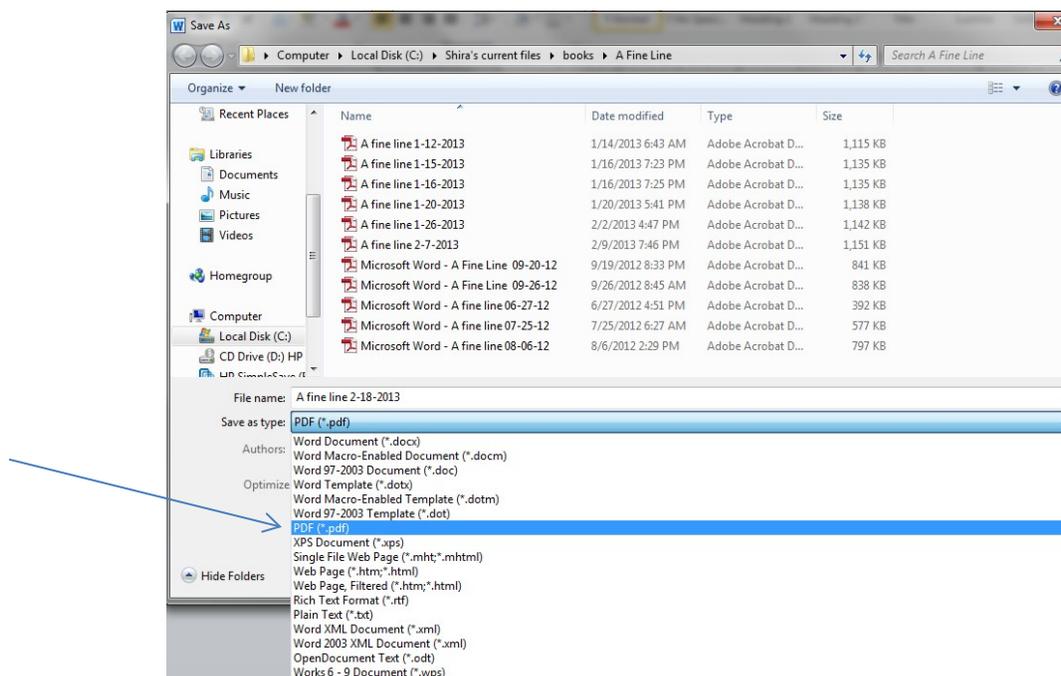
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

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

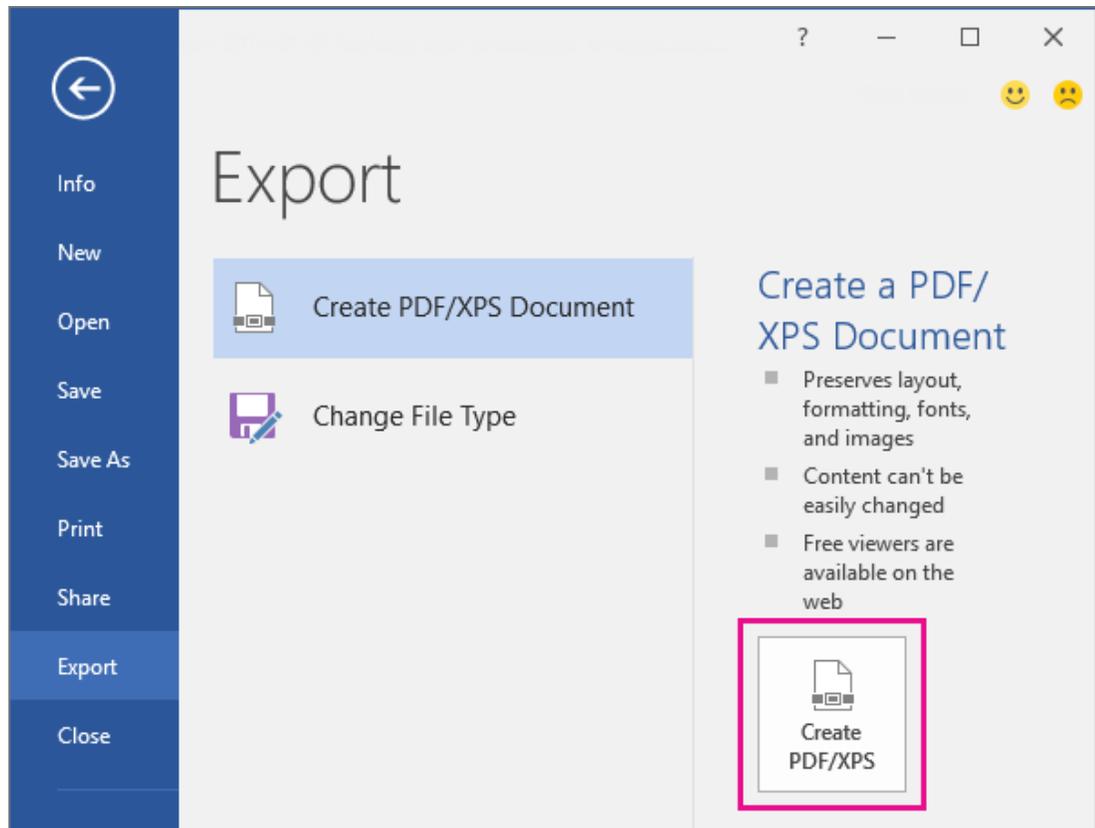
1. Open your Microsoft Word file and click “File” from the menu bar and select the “Save As” option.
2. Click the “Save as type” drop-down menu and scroll down to select “PDF (*.pdf).”



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.

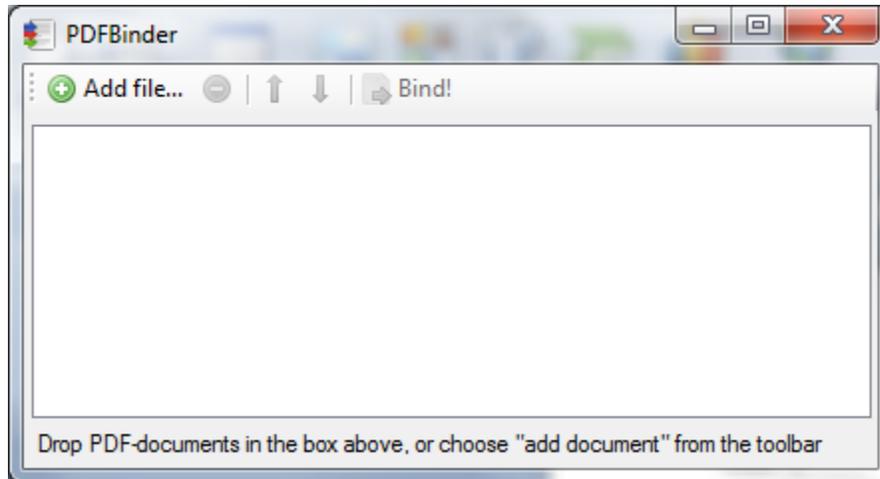
Follow these instructions to download and run this free software tool:

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.

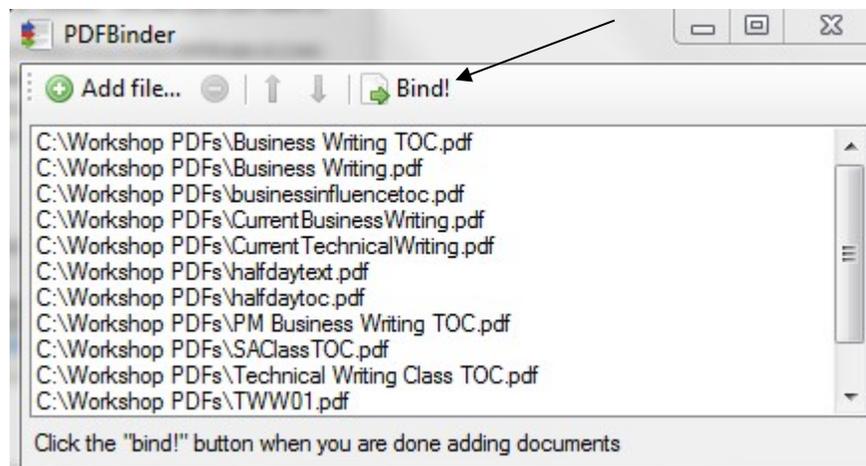
Please note that links to third-party software are provided by Pearson as a courtesy and do not constitute an endorsement of any third-party

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

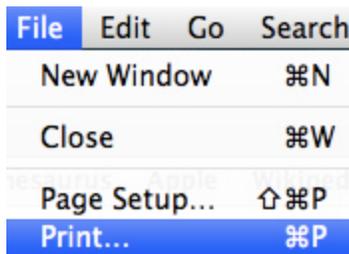
Follow the instructions below to convert a word processing file to a PDF and to combine multiple PDFs into a single file.

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.

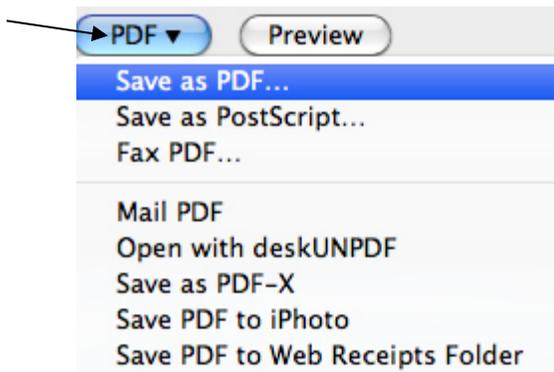
Creating PDFs

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...”.

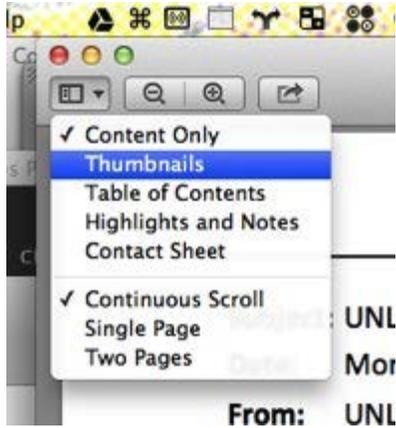


3. Save as you normally would.

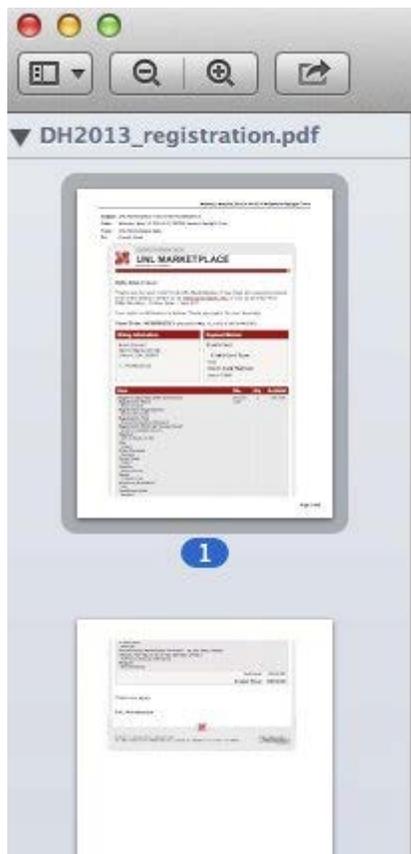
Combining Multiple PDFs into a Single PDF

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

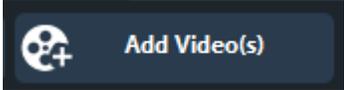
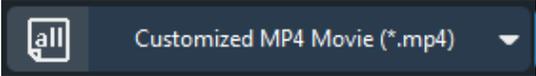
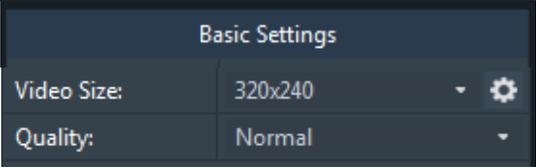
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

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

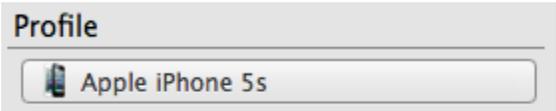
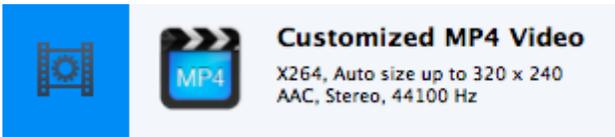
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

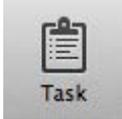
Video Conversion & Compression Guide for Mac OS X Users

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 style="text-align: center;"></p>
<p>8. To locate your file, click "Task," then select "History." Click the magnifying glass next to your video and your file will be shown in the Finder. Move the file to your desktop, and you're ready to upload it to the ePortfolio system.</p>	<p style="text-align: center;">    </p>

Additional Resources

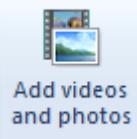
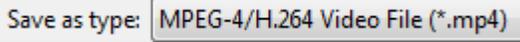
Please visit www.nbpts.org/national-board-certification/candidate-center/eportfolio-submission for other helpful resources, including technical guides, video tutorials, and Frequently Asked Questions.

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

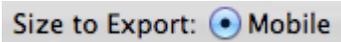
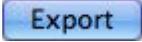
Please visit the program website, www.edtpa.com, to review additional support materials, including video tutorials and Frequently Asked Questions (FAQ). For additional assistance, contact Customer Support. See "Contact Us" on the program website for contact information.

Video Exporting Guide for iMovie V 9.0.9 and 10.1.9

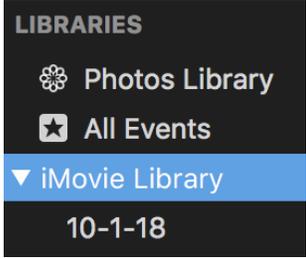
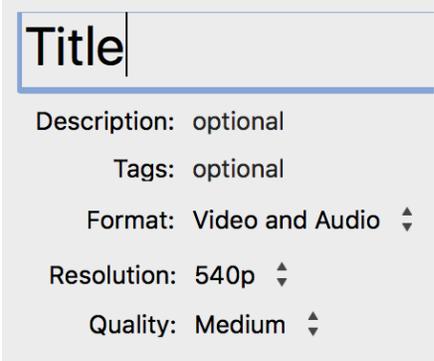
You may need to use iMovie to:

- 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>		

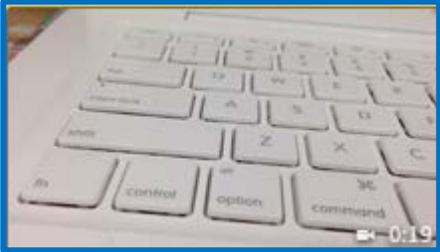
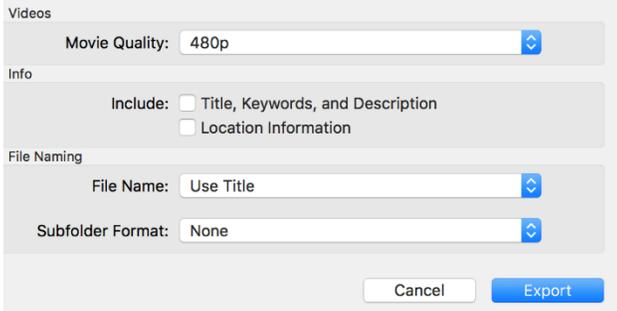
Additional Resources

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.

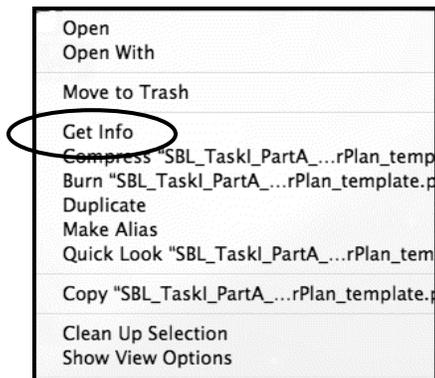
Tips for Mac Users

This document provides hints and tips for Mac users.

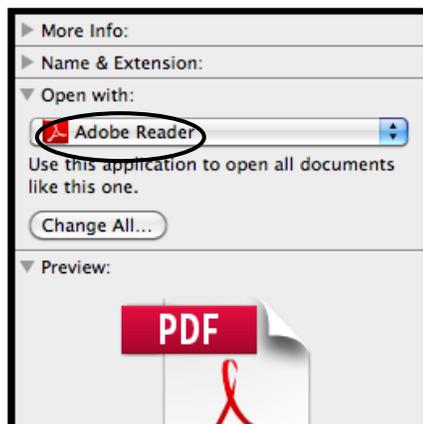
Optional: Changing Your Default PDF Reader

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

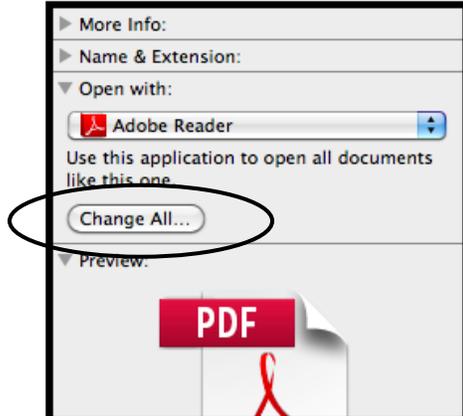
1. Right-click (or CTRL+click) any PDF file. Do not open the file.
2. On the new menu, click "Get Info."



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
<p>Uploading process takes longer than 1 hour</p> <p>System times out before upload is complete</p>	<p>Your primary Internet or network connection may be too slow.</p>	<p>Use the free Speed Test Tool to determine your network speed.</p> <p>If your connection is too slow, try using another network or try compressing your file to reduce the size.</p>	<p>See the Using the Speed Test Tool section of this document.</p>
<p>System seems stuck on "Processing" after I've uploaded my file</p>	<p>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.</p>	<p>You can perform other functions in the Pearson ePortfolio system while a file is in the "Processing" state.</p>	

If you are having problems with file size:

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

If you are having problems with file format:

Symptoms	Likely Causes	What to Do	Where to Find More Information
Error message indicates my video file is in the wrong format	Your video file is not in one of the acceptable formats: .flv, .asf, .qt, .mov, .mpg, .mpeg, .avi, .wmv, .mp4, or .m4v	Use a video conversion tool to convert your video file into one of the acceptable formats.	Review the following tip documents: <i>Video Conversion & 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.

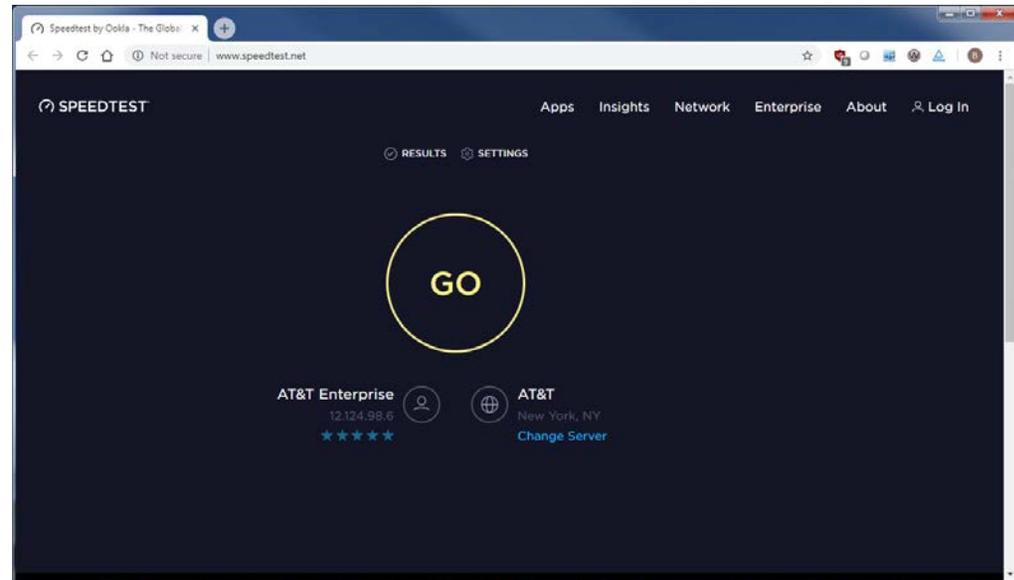
Using the Speed Test Tool

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

Literacy: Reading–Language Arts Standards

Second Edition

for teachers of students ages 3–12

■ 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.

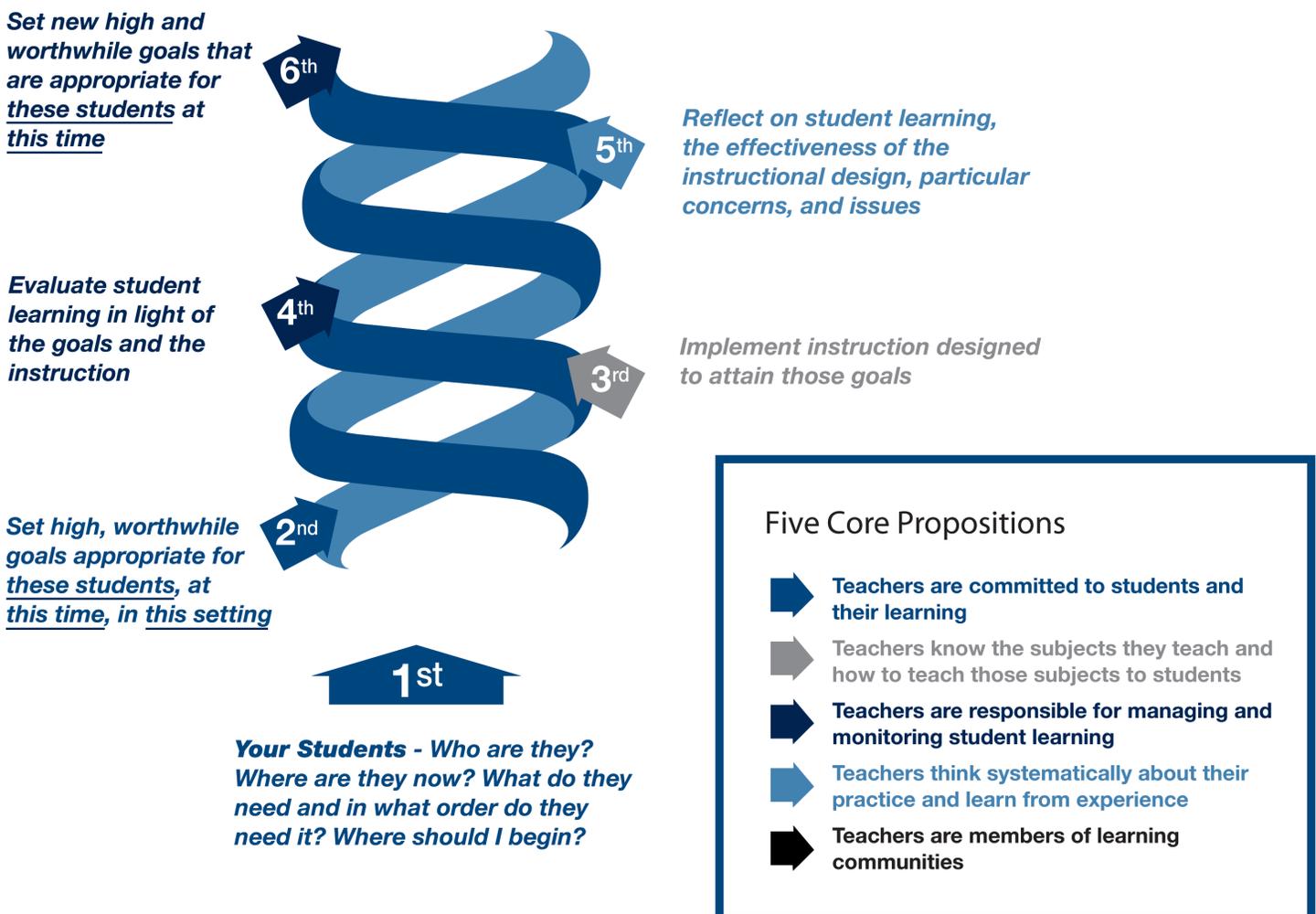
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional 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 and Middle Childhood Literacy: Reading–Language Arts teachers embark on an exciting and rigorous task—teaching literacy to all learners. Literacy is fundamental for learning and social interaction, and literacy teachers play a powerful role in activating the voice of each student. Teachers realize that all students have a right to literacy because it is the vehicle by which people navigate through life. Literacy teachers know that the complexity of literacy development begins before formal education is introduced and continues throughout life. Teachers acknowledge that literacy originates during infancy when parents sing, speak, and read to their babies. Literacy teachers take that foundation and seize the opportunities that arise in the school setting to change the lives of children, to open their minds to new worlds, and to help them gain meaning through literacy.

Literacy allows children to explore their own beliefs and the world around them. Teachers know how to empower students to become meaning makers through multiple avenues. They guide students to use literature to view their world from a variety of perspectives; they also teach students to examine and understand the human condition. Accomplished teachers expand students' thinking and their ability to interact with the world by creating an environment in which students engage with literacies and learn to appreciate the beauty and power of language.

Accomplished Literacy: Reading–Language Arts teachers recognize that literacy instruction involves a complex pedagogy that encompasses a holistic, innovative approach designed to meet the needs of diverse students in an ever-changing world. Teachers help children see the relevance of literacy by personalizing instruction based on individual student interests and needs. Literacy teachers understand that students need a strong foundation in literacy to become critical thinkers and productive citizens in a democracy.

Accomplished teachers know what it means to be literate in a global society. They understand that literacy is a social construct that is continually redefined by societal needs. They recognize that literacy is crucial to their students' future successes as learners as they grow into productive members of society. Whereas literacy was once narrowly defined as the ability to read and write in the predominant language of a culture, literacy has evolved to encompass reading, writing, listening, speaking, and viewing across a variety of contexts, providing multiple ways of making meaning in the world.

The ability to read and write across a variety of texts is crucial within our information-saturated world. Just as the definition of literacy has expanded, so too has the definition of what constitutes a text. Within this document, the term “text” refers to various print and nonprint forms such as books, signs, images, plays, films, and so on. Advances in technology continue to change the way we communicate, ever expanding what it means to be literate. Accomplished teachers believe that students need to develop the

ability to critically interpret the world in which they live. Teachers strive to empower their students to use their literacy skills to explore issues of social justice.

Literacy: Reading–Language Arts teachers are committed to students and their literacy learning. They recognize that literacy learning occurs on a continuum and that learners possess a wide range of literacy skills. Because literacy learners develop at varying rates, it is imperative that teachers possess a deep understanding of the developmental patterns and ranges of literacy skills of children from toddlers to young adolescents. Literacy teachers value students' energy and eagerness and skillfully provide engaging opportunities that facilitate literacy learning. They know that literacy does not begin or end with formal schooling, and they value students' home literacy experiences. Teachers recognize the diverse needs of all student populations, and they plan for and provide differentiated instruction tailored to meet individual needs. Literacy: Reading–Language Arts teachers artfully orchestrate interventions for struggling learners as well as enrichments for accelerated learners, building on students' strengths and backgrounds. Accomplished teachers recognize the need for a balanced, integrated, and comprehensive approach to teaching literacy in order to best support the needs of all learners as they grow to independence.

Literacy teachers possess a deep knowledge of the processes of the language arts—reading, writing, listening, speaking, and viewing; they also understand how to teach literacy to students. They recognize the ways in which the separate literacy strands are intertwined, and they comprehend the interconnectedness of the language arts and all of the content areas. Literacy teachers combine their content knowledge with effective techniques to teach the skills and strategies necessary for student learning. They understand that instruction is based on the individual needs of students, as opposed to believing in a one-size-fits-all approach. They identify gaps and misconceptions that students may have in respect to literacy, and they use all relevant information to systematically plan instruction. As a result, accomplished teachers organize their learning environment to be conducive to literacy development, creatively integrating literacy across the curriculum and utilizing assistive and instructional technology, when appropriate. Through their understanding of the processes of the language arts and their recognition that literacy is the backbone of life and learning, teachers enable students to transform themselves into self-regulated, independent, lifelong learners.

Literacy: Reading–Language Arts teachers are committed to managing and monitoring the growth and literacy learning of their students. Accomplished teachers are keen observers. They create an engaging environment that promotes literacy learning for all students. They establish consistent routines and skillfully manage transitions to optimize students' opportunities for learning. They effectively utilize a variety of ongoing formal and informal assessments to monitor the individual progress of their students, the class as a whole, and their own professional practice. They use data for curriculum decision-making such as planning for interventions and enrichments. Accomplished teachers recognize the importance of communicating with students, parents, colleagues, and other stakeholders as they manage and monitor student learning.

Accomplished teachers think systematically about their literacy practices, and they learn from experience in order to refine their teaching. These educators are role models for students; they embody what it means to be a literate, reflective individual through reading, writing, listening, speaking, and viewing. Accomplished teachers cyclically reflect as they plan and design literacy instruction. They seek to improve their knowledge and practice through reflection, professional development, and collaboration with colleagues, and also by mentoring, conducting their own research, making professional contributions, and being members of learning communities. Literacy teachers recognize that reading, writing, listening,

speaking, and viewing are interconnected and interdependent with every content area. They understand that literacy is more than a set of discrete skills, and they comprehend that students' growth depends on their mastery of literacy skills. Moreover, accomplished teachers acknowledge their ethical responsibilities in regard to teaching literacy. They reflect on issues of equity, fairness, and diversity. Thus, they are reflective problem-solvers and decision-makers in their field.

Accomplished early and middle childhood literacy teachers are proactive literacy leaders and members of learning communities. They believe in a strong partnership with students, colleagues, families, and other stakeholders. They encourage parents to actively participate in their children's literacy development, and they communicate frequently with parents about their children's progress. Accomplished teachers are committed to the continued growth and development of the field of literacy. As literacy leaders, they collaborate with their colleagues on curriculum issues that affect their day-to-day instruction as well as on other topics of importance to the field of literacy instruction. They also partner with other stakeholders to enhance student learning. Literacy teachers read professionally, reflect on their practice, and share new knowledge both locally and globally through the use of new technologies. Accomplished teachers incorporate current research in order to develop innovative methods that positively impact student learning. They are advocates for the profession, their students, and high-quality literacy practices.

When the previous edition of *Early and Middle Childhood/Literacy: Reading–Language Arts Standards* was published, literacy experts, with thoughtfulness and forward thinking, established rigorous standards describing the essential components of literacy instruction. Since then, the field of literacy: reading–language arts has changed and expanded. Effective teaching practices remain intact; what has expanded is the knowledge of how teachers build strategic literacy learners. Through research and collaboration, literacy educators have learned more about how to intentionally differentiate literacy instruction to meet the needs of all learners. Accomplished teachers deliberately create a rich learning environment and help students create and convey the meaning of their world. A world steeped in new and various forms of literacy has raised teachers' responsibility and accountability to ensure that students have the necessary skills to navigate various forms of media. The current edition reflects, responds to, and addresses this continual evolution of literacy.

The standards committee revised the standards document based on current research and practice. The committee condensed the 15 standards from the previous document into 13 in the current edition. The separate standards entitled *Instructional Decision-Making and Instructional Resources* were combined into a single standard entitled *Instruction* to demonstrate their interdependence. Elements of the standard entitled *Knowledge of the Field of Literacy* were purposefully interspersed throughout the new standards document in order to emphasize specific knowledge within each of the content-focused standards of *Reading, Writing, Listening and Speaking*, and *Viewing and Visualization*. Some standards were renamed. The standard entitled *Teacher as Learner* was retitled *Teacher as Learner and Reflective Practitioner* to highlight the value and importance of reflection. The standard entitled *Integration* was changed to *Literacy Across the Curriculum* to reflect a more global understanding of curriculum integration. The concept of integration was also emphasized in each content-focused standard to show how reading, writing, listening, speaking, and viewing mutually reinforce each other. *Viewing* was expanded and renamed *Viewing and Visual Literacy* to parallel a world in which the students need to connect their literacy learning with media and emerging technologies in order to become critical producers and consumers.

Throughout the standards, the committee placed greater emphasis on certain educational principles. These principles include: differentiating instruction as an essential method to meet a variety of needs, such

as those related to cultural, linguistic, and socioeconomic status; embracing diversity, equity, and fairness by going beyond awareness to becoming change agents for social reform; expanding the concept of texts beyond print forms to forms such as visual and multimedia texts; emphasizing the importance of working with data to reflect on teaching; and finally, expanding the idea of the learning environment, both by addressing it in a separate standard and by making references throughout the document to the importance of the environment to literacy learning. No single standard has greater importance when compared to another; rather, when the standards are viewed holistically, they become a powerful guide to and indicator of accomplished teaching.

Teachers are invited to systematically review these rigorous standards for improving literacy instruction and are encouraged to thoughtfully consider the elements that make up accomplished literacy teaching. *Literacy: Reading–Language Arts Standards* represents an ideal vision of the knowledge, dispositions, and skills that define accomplished practice—an ideal towards which all literacy teachers should strive. By understanding the various elements that encompass literacy, reflecting on individual teaching practices, seeking additional resources, and collaborating with others as described in these standards, teachers will gain a comprehensive view of how implementation of these standards will directly and positively impact the literacy learning of all students.

Developing High and Rigorous Standards for Accomplished Practice

Literacy: Reading–Language Arts 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 Literacy: Reading–Language Arts 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 literacy: reading–language arts teacher. 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.

Literacy: Reading–Language Arts Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished teachers of literacy: reading–language arts into the following thirteen 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 and Middle Childhood/Literacy: Reading–Language Arts.

Standard I: Knowledge of Learners

Accomplished early and middle childhood literacy: reading–language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultural, and language learners.

Standard II: Equity, Fairness, and Diversity

Accomplished early and middle childhood literacy: reading–language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.

Standard III: Learning Environment

Accomplished early and middle childhood literacy: reading–language arts teachers establish a caring, supportive, inclusive, challenging, democratic, and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively.

Standard IV: Instruction

Accomplished early and middle childhood literacy: reading–language arts teachers employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language.

Standard V: Assessment

Accomplished early and middle childhood literacy: reading–language arts teachers use a range of ongoing formal and informal assessment methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communicate to various audiences; and engage in ongoing reflection.

Standard VI: Reading

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of the reading processes, of their students, and of the dynamic connections within the other language arts

to create effective instruction so that all readers construct meaning and develop an enduring appreciation of reading.

Standard VII: Writing

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of writing processes, language acquisition, writing development, and ongoing assessment to provide authentic and relevant instruction that prepares students to write for a variety of purposes and audiences.

Standard VIII: Listening and Speaking

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach oral language development, listening, and both verbal and nonverbal communication skills as essential components of literacy, and they provide opportunities for all students to listen and speak for a variety of purposes and audiences.

Standard IX: Viewing and Visual Literacy

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.

Standard X: Literacy Across the Curriculum

Accomplished early and middle childhood literacy: reading–language arts teachers understand the reciprocal and interrelated nature of the literacy processes of reading, writing, listening, speaking, and viewing and engage students in language arts processes in all disciplines.

Standard XI: Teacher as Learner and Reflective Practitioner

Accomplished early and middle childhood literacy: reading–language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.

Standard XII: Collaboration with Families and Communities

Accomplished early and middle childhood literacy: reading–language arts teachers develop positive and mutually supportive relationships with family and community members to achieve common goals for the literacy education of all students.

Standard XIII: Professional Responsibility

Accomplished early and middle childhood literacy: reading–language arts teachers actively contribute to the improvement of literacy teaching and learning and to the advancement of literacy knowledge and practice for the profession.

Standard I

Knowledge of Learners

Accomplished early and middle childhood literacy: reading–language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultural, and language learners.

Accomplished early and middle childhood literacy teachers¹ are committed to knowing each student as an individual learner. Accomplished teachers have a thorough understanding of current research and theories about learning and child development, and they possess a deep and rich store of content knowledge and instructional strategies, all of which lend perspective to their instructional decisions. To complement this framework, teachers strive to acquire a particular understanding of each of their students as an intellectual, social, emotional, cultural, and literate individual. They gain this knowledge by closely watching, listening to, and conversing with all students, and by seeking information about each student’s home culture, family, and community life. These teachers then apply their knowledge of students’ individual histories to help determine what kinds of learning experiences will most benefit each student. Accomplished literacy teachers are aware that within diverse categories of student populations, a wide range of achievement and ability still exists. Teachers understand that there are also many individual variations in levels of academic performance and English proficiency within groups that are sometimes perceived as homogeneous. Therefore, accomplished teachers take these factors into account and make provisions in their instruction. Moreover, they adhere to the goals and accommodations within individualized educational plans for students with exceptional needs, and they extend their instruction for the optimal learning of these students.

Understanding Learning and Child Development Theories

Accomplished teachers have a thorough knowledge of current theories about how students develop and learn, and they understand the implications of these theories for literacy development. Teachers know that students learn by building on background knowledge and by encountering new concepts. They also recognize that learning is a social process and that students need multiple opportunities to

¹ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished early and middle childhood literacy: reading–language arts teachers. These include general education and special services teachers, reading and literacy specialists, administrators, and others actively engaged in teaching reading–language arts.

discuss ideas with their teacher and peers, using language as a tool for constructing meaning.

Accomplished teachers have a thorough knowledge of current child development theories, including knowledge about cognitive, social, affective, and physical developmental patterns; they have knowledge of the latest relevant research. Teachers use their understanding of major theories of child development as a foundation for their observations, analyses, and decision-making processes.

Accomplished teachers recognize that a child's development is a highly individual process which is influenced by a variety of factors, both in and out of school. They recognize that although students' language acquisition and literacy development, including the acquisition of new languages, occur along a continuum, they do not always take place in a series of predictable, linear steps. Literacy teachers recognize that children's knowledge, skills, and abilities emerge over time in dynamic and purposeful ways.

Accomplished teachers create a safe learning environment,¹ knowing that students may be subject to circumstances beyond the control of the school and their families, which can affect a student's literacy development. For example, a student may have experienced traumatic events such as war, natural disaster, or personal loss. Literacy teachers determine where a particular student is in the developmental process and where the student needs to progress; and teachers provide the appropriate contexts, instructional engagements, learning opportunities, and materials, coupled with purposeful support, to maximize students' learning.

Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner

Accomplished teachers understand that early and middle childhood learners are naturally inquisitive and want to make sense of the world. Children constantly explore new ideas, relate these ideas to their previous understandings, construct hypotheses, and test their theories. Students in the early and middle childhood years want to connect to their peers, teachers, and members of their school, local, and global communities. These teachers know that students value interaction with others partly as a way of confirming or challenging what they already know. Literacy teachers structure students' interactions to be positive and productive, leading to new insights, understandings, and questions. They engage students' natural curiosity about the world to help students acquire and then flexibly apply the tools and skills they will need in order to become independent, self-regulated meaning-makers and language users.

¹ In this document, terms such as *classroom*, *learning environment*, and *instructional setting* are used interchangeably. The terms are intended to be inclusive of whole-class, pullout, and other reading–language arts teaching contexts.

Accomplished teachers understand that children learn at an early age that language is a medium for finding out more about the world and about communicating with others and that children come to school with diverse language and literacy backgrounds. Literacy teachers use many strategies for learning about students, including formal and informal interviews with students and their families; conversations with students' current or previous teachers or other appropriate specialists; reviews, if possible, of language arts portfolios from previous years; and their own ongoing formal and informal assessment practices. They know how to access and interpret data to provide a foundation for student learning. (See [Standard V—Assessment](#) and [Standard XII—Collaboration with Families and Communities](#).) They know when to seek assistance from colleagues who have particular areas of expertise or knowledge of students' backgrounds.

Accomplished teachers realize that students, both English language learners and native English speakers, have varying degrees of prior exposure to oral and written language. Some have been read to from infancy and have an easy familiarity with books and the conventions of print by school age. Others come from households whose members practice a rich oral tradition but do not habitually interact with printed text. Literacy teachers understand that some students come from national, regional, or socioeconomic backgrounds in which children have spoken with family members from earliest memory. Others arrive at school having had less prior experience with conversation. Teachers are aware that some of their students may have acquired important life skills, but not necessarily the attributes that will privilege them in a school setting.

Accomplished teachers know that English language learners possess a range of literacy skills, educational backgrounds, and linguistic foundations. Some have had no formal schooling; others have had interrupted formal schooling; and still others had continuous formal schooling in other countries. English language learners may be proficient in languages other than English, or they may not have developed grade-level literacy proficiency in their first language. Teachers do not make assumptions about students' prior literacy experiences; rather, they make the effort to learn about each student's familiarity with language and then intentionally provide students with rich oral and print language experiences through differentiated instruction.

Accomplished teachers have an awareness of popular culture which they use to connect with students' out-of-school literacy practices; they also develop proficiency with current and emergent technologies in order to connect with their students. Literacy teachers understand how to use media to engage visual, auditory, tactile, and kinesthetic modalities in the learning process. Teachers understand that because many media are multi-sensory, they promote holistic learning. Skillful use of media in the classroom promotes learning that flows seamlessly from the literal to the deeply conceptual, thus increasing students' critical thinking skills.

Accomplished teachers are aware of the inequity that exists in regard to students' access to technology. In the cases of students who have been surrounded by technology, teachers capitalize on their knowledge and expertise. In the cases of

students who are less familiar with technology, teachers try to increase access and model related skills and provide meaningful engagements with a variety of technologies.

Accomplished teachers perceive students' individual attributes as strengths. They recognize students' cultural, ethnic, linguistic, and family backgrounds; their interests, goals, and expectations for themselves; their prior dispositions toward school and learning; any exceptionalities that may have a bearing on their learning; their prior experiences; and any physical, medical, behavioral or emotional considerations related to literacy. Literacy teachers then use their knowledge of children to differentiate learning experiences for individual students, small groups, and whole class instruction. (See [Standard III—Learning Environment](#).) For example, in the case of a student who has difficulty with written expression, the teacher encourages oral expression while carefully planning to support the student's growth in writing. Teachers know how to create a secure, supportive learning environment that encourages each student to meet high expectations.

Accomplished teachers know that students' specific language abilities and literacy backgrounds have important implications for the kinds of learning activities that will benefit students most directly. Accordingly, they place a high priority on becoming aware of the characteristics of their students and then capitalize on students' strengths and interests. They get to know their students as individuals, familiarizing themselves with attributes central to students' identities. For example, they know how to best use student questionnaires and interest inventories in order to gain knowledge about students' out-of-school interests. They discover what—or whether—their students read for pleasure. They find out how their students perceive themselves as readers, writers, listeners, speakers, and viewers—that is, as interpreters and composers of a wide range of texts. Accomplished early and middle childhood literacy teachers use their knowledge of individual students for the optimal impact of student literacy learning.

Standard II

Equity, Fairness, and Diversity

Accomplished early and middle childhood literacy: reading–language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.

Accomplished early and middle childhood literacy teachers make a commitment to the success of all their students. As they teach and interact with students, they are deliberately mindful of students' language background, culture, ethnicity, race, nationality, gender, body image, household income, religious affiliation, family configuration, sexual orientation, physical or psychological exceptionalities, and literacy experience. Literacy teachers have a welcoming attitude and are eager to work with each of their students and families. Their approach to teaching invites students of all cultures and backgrounds to become engaged in learning. Accomplished teachers know and act upon the belief that each of their students is an individual learner and that the learning backgrounds of the students in a single classroom or a particular instructional setting are an asset and represent a tremendous wealth and diversity of human experience.

Accomplished teachers are committed to principles of fairness and equity and to providing all their students with the resources they need to develop as literacy learners and as inquisitive, informed, and responsible individuals. Teachers maintain high expectations for all students and ensure that all of them receive equitable opportunities to learn and advance. Teachers encourage the development of each student's individual voice, in part through the emphasis on and the modeling of democratic values. Literacy teachers further understand that each student's growth as an individual is best supported by full membership in a collaborative learning community in which teachers and students show sensitivity and respect for one another and by full participation in a challenging, meaning-centered curriculum. Teachers view a diverse learning community as a valued learning context for their students and themselves. Accomplished teachers help students become aware of their own biases and overcome them in a safe environment.

Promoting Fairness and Equity

Accomplished teachers are aware of the issues related to fairness and equity in literacy instruction. Teachers recognize that the needs of students differ dramatically, and they are aware of issues of bias in instructional and assessment practices.

Teachers hold themselves accountable for advancing equity in their classrooms in a variety of ways. They design instructionally sound activities for individual learners, and they fairly allocate instructional resources, including one-on-one attention. Literacy teachers ensure that all students are equitably engaged in high-quality curricula, and teachers set expectations that challenge all students to improve their learning, continually moving toward greater complexity and breadth. These teachers expect all students to exercise fairness and equity as they engage with others in the classroom. If an issue arises, they talk with older students about the use of words from popular culture that may be offensive to certain groups of people. Teachers address issues such as gender equity in the classroom. For example, they might read to their students fairy tales featuring strong female characters or family stories in which the father is the primary caretaker.

Accomplished teachers know that fairness means more than treating all students equally; it involves knowing students as individuals and adjusting instruction and learning resources to meet their particular requirements. Teachers are aware of the range of student abilities, needs, and academic progress. They know that many students have particular cognitive, social, emotional, cultural, linguistic, or physical needs and exceptionalities, including subtle or undiagnosed impairments. Teachers seek to provide instruction or acquire the services necessary to meet each student's needs in an accepting, nurturing, and supportive way. They teach to students' individual strengths using differentiated instruction, and they incorporate students' interests to form a solid base for helping students acquire the skills they need to succeed in society. For example, teachers of students with hearing impairments understand the challenges these students face in hearing sounds within words and in pronouncing words, and they design explicit instruction to develop these skills by using visual and tactile materials. Teachers create a learning community that solicits and respects the contributions of each student, regardless of academic, language, and developmental skill level. Teachers deliberately collaborate with parents to understand the unique needs of every child.

Accomplished teachers meet the unique needs of all students as literacy learners. Teachers make full use of a wealth of literacy resources that exist in the classroom, school, and community to help develop students' literacy skills. Literacy teachers may also design and adapt materials to meet student needs. Additionally, teachers advocate for students to receive the time, type of curriculum, and instructional approaches they need to become fully proficient in the complex uses of English. They support all students who struggle to acquire literacy skills, including students with exceptional needs.

Accomplished teachers make special efforts to meet the needs of students for whom English is a new language. They understand that the acquisition of English as a new language—in particular, the process of gaining confident control of the more academic uses of language—may take several years to achieve and should not be confused with the language acquisition and grade level expectations of native speakers of English. When possible and appropriate, teachers support use of parallel instruction in a student's primary language. Teachers also help students who

are literate in another language transfer their literacy skills to English. Furthermore, teachers collaborate with colleagues and seek out professional resources to assist with specific challenges and to meet all students' needs in differentiated and equitable ways.

Accomplished teachers regard students for whom English is a new language as assets for the entire learning community and as resources from whom all learners can benefit while investigating languages and cultures. Teachers adjust their practice to assist students who are learning English. Teachers know that acquiring a new language requires the willingness to take risks, so they work consistently to create a classroom culture in which students learning English feel safe, respected, and valued. When students begin to speak in English, teachers concentrate on understanding what they have to say and respond to that intention, while respectfully modeling grammatical accuracy. Literacy teachers are familiar with the stages of new language acquisition, and they know how to provide support and curriculum adaptations for students at each of these stages. Teachers regularly ascertain whether students for whom English is a new language understand what is transpiring in the classroom.

Accomplished teachers discuss the nature and consequences of the unethical use of communication tools. They point out that unethical use can be detrimental and has the potential for significant negative impact on a student's future. For example, they make their students aware of how poor choices in the use of technology can affect them and their peers, including legal consequences, ostracism, physical and emotional harm, and self destructive behaviors.

Accomplished teachers are committed to fairness and equity with regard to the use of media and technology. They provide equitable access to technology in their classrooms for both initial learning and enrichment experiences. Teachers also try to compensate for any lack of prior experience with technology. They are aware that some students who live in rural settings may have limited access to technology at home; therefore, teachers attempt to provide these students with as much access to technology in the school as possible. Literacy teachers also confront their own possible bias with regard to students' uses of technology in their work. They assess students' work fairly; for example, they do not favor a student's writing assignment because it contains sophisticated graphics available only on a home computer.

Promoting Diversity

Accomplished teachers value diversity and appreciate the many facets of diversity students bring to the classroom, including language background, culture, ethnicity, race, nationality, gender, body image, household income, religious affiliation, family configuration, sexual orientation, physical or psychological exceptionalities, and literacy experience. Literacy teachers understand that diversity extends beyond outward appearance; diversity encompasses every aspect of who people are, what they think, and what they do. Teachers are conscious of their own cultural backgrounds, and they analyze the ways that their cultural perspectives affect their interactions with students. Accomplished teachers also examine how their and other

teachers' perspectives shape students' interactions with one another and students' interpretations of texts. For example, accomplished teachers do not limit students' play activities or reading selections based on their gender. Accomplished teachers understand that the larger global community is increasingly interconnected, and they are aware that familiarity and comfort with diversity will help students function successfully in the future.

Accomplished teachers establish a climate of respect in their classrooms by daily modeling for students a respect and understanding of differences. They help students to understand and apply the democratic principles of freedom, justice, and equity; and they help them to recognize discrimination, prejudice, and stereotypes when they appear in the classroom, in literature, and elsewhere. Teachers design and implement lessons that help students develop awareness of, sensitivity to, and respect for others. For example, accomplished teachers are aware that children may begin to question their sexual identity at a young age. Teachers know that acceptance of their curiosity will make them feel safe and secure. In such instances, teachers may feature children's literature in which diverse gender roles are portrayed. Literacy teachers also constructively challenge discriminatory or disrespectful behavior whenever it occurs and whatever population is targeted. For example, if students engage in sexual harassment or bullying in any form or context, teachers do more than step in and offer practical support related to the specific situations; they also use literature and technological resources as a means to extinguish these kinds of behaviors by discussing with students the root causes of bullying as well as discussing acceptable solutions. Accomplished teachers are proactive in helping students understand the power of language to build respect and rapport.

Accomplished teachers ensure that when they make references to diversity as part of instruction, those references are authentic and relevant to their students. They choose literature and other learning resources that reflect a wide array of differences among people. They seek multiple perspectives and solutions when examining social issues with their students. Teachers highlight past and present events relating to issues of diversity as a way to promote students' understanding of how they function in a diverse world. Literacy teachers help their students take the step beyond awareness and acceptance of diversity to becoming advocates for social justice in a pluralistic, democratic society. For example, as teachers discuss problems relating to social justice with their older students, they might assign an essay in which their students respond to instances of racial profiling. Teachers of younger students might have their students read books about homelessness.

Accomplished teachers are sensitive to their students as members of cultures; they are aware of the influence culture has on what students expect of themselves, how students use language, and how students learn. Teachers understand the importance of respecting and seeking to understand the cultural norms, resources, and knowledge students bring from home. Teachers know that cultural perspectives vary in regard to social interaction. For example, they know that in some cultures, it is considered rude for a child to make direct eye contact with an adult and that hand gestures considered acceptable in one culture can have negative meanings in

another. Literacy teachers actively examine their assumptions about students' ethics, cultures, home environments, values, and access to technology. They understand that every culture encompasses its own diversity, and they know that many students' backgrounds are a blend of different cultures. Teachers respect home languages and vernacular speech, and they recognize the various dialects found in the United States. They understand that non-standard uses of language are not wrong, just different. They know that dialect is a culturally appropriate way of making meaning through language, that it serves the same communicative function as any other kind of language, and that its use often signals membership in a group and therefore is accompanied by powerful and emotional associations. Accordingly, teachers proceed sensitively in the area of promoting students' abilities to use standard English. They do not try to eliminate dialectal variation in their classrooms. Rather, they help students recognize and appreciate various language patterns and discover what speech patterns are appropriate in various settings. They also provide access to models of standard English for all students, often through their own use of language. Accomplished teachers are clear and well-spoken oral communicators who know the rules of English grammar, syntax, and usage and employ these rules in their daily conversations.

Accomplished teachers go beyond a literacy curriculum that celebrates diversity only through heroes and holidays. Rather, teachers carefully and deliberately choose texts and other resources that draw from a variety of literary and cultural traditions and that promote positive images of different ethnicities, cultures, exceptionalities, genders, and languages. They use texts and resources that authentically represent these examples of diversity, including some that are created by individuals who represent these groups. When interpreting materials, accomplished teachers help students become aware of the particular cultural view presented in a text; call attention to the use of dialect or to social conventions; and promote an analytical discussion of the social and ethical issues involved. Literacy teachers are aware of materials that portray stereotypes. They teach students to critically examine print and nonprint texts in which issues of power, equity, and justice are portrayed. For example, in the media and in books, some populations may be portrayed in a negative light; therefore, accomplished teachers are prepared to address the history behind such stereotypes and to help students challenge them.

Accomplished teachers understand that students have their own personal identities and perspectives. They actively encourage the expression and celebration of individuality among their students. Teachers frequently arrange students in heterogeneous small groups to bring those from different backgrounds and ability levels into close contact with one another.

Accomplished early and middle childhood literacy teachers view literacy instruction as an opportunity to respect diversity, promote fairness, and work toward equity. They foster in their students an ability to examine multiple perspectives that encourage mutual respect for themselves, their peers, and members of local and global communities.

Standard III

Learning Environment

Accomplished early and middle childhood literacy: reading–language arts teachers establish a caring, supportive, inclusive, challenging, democratic, and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively.

Accomplished early and middle childhood literacy teachers know that a healthy and constructive emotional, physical, and intellectual tone in the classroom is essential to fostering successful literacy learning for all students. These teachers intentionally work to create an environment in which all students have a place as valued members of the learning community. Accomplished teachers create positive affective environments in which children feel free to take risks as they expand their approximations of literacy and explore language found in texts, various media, and the world around them. They also create comfortable, appealing, and efficient physical environments for literacy learning. Literacy teachers know that intellectual literacy learning environments are well managed, offering an array of academic activities that are highly engaging to students and that promote student independence. Accomplished teachers demonstrate a sincere interest in students, families, colleagues, and all stakeholders. These teachers structure their environments by genuinely making everyone feel welcomed, valued, and respected as an integral part of the classroom. Teachers' attitudes encourage collaboration and respect and are optimal for literacy learning. They are masterful at creating a learning environment that promotes literacy learning.

Establishing the Affective Environment

Accomplished teachers foster a sense of community, inclusion, and purposefulness about learning among their students in many ways, but primarily through the examples they set. They are personally friendly and welcoming in their interactions with all their students. They listen carefully and dignify each student's contribution with attentiveness and thoughtful responses. They are interested in their students' ideas, lives, and activities; enthusiastic in support of their students' initiatives; and generous in their recognition of a wide variety of students' accomplishments and positive behaviors. They use a sense of humor to enliven the instructional day, even as they communicate an underlying seriousness about the importance of learning. They firmly believe that all their students are capable of growing in their knowledge of the world and in terms of their competence in reading, writing, listening, speaking,

and viewing. Accomplished teachers maintain high expectations for the success of each student.

Accomplished teachers understand the relationship between the classroom environment and a student's ability to learn. They know that safety is essential for learning, and they strive to ensure that learning environments are physically, intellectually, and emotionally safe for students. In the classroom of an accomplished teacher, each student feels valued and respected by the teacher and by peers. Above all, the teacher creates an inclusive environment that promotes a sense of security for every individual in the classroom.

Accomplished teachers address student behavior by using foresight and by setting clear expectations. In some cases, students and teachers collaborate in setting standards and expectations in order to promote students' sense of ownership of the learning environment. Literacy teachers explicitly teach procedures and routines that foster harmony. When disciplinary action is necessary, teachers act promptly and respectfully, focusing on a particular problematic behavior rather than assigning general blame. Teachers anticipate situations that may provoke a negative reaction and know how to prevent or mitigate adverse effects. Accomplished teachers respond skillfully to instances when the classroom is disrupted by external events. These teachers deal effectively with assemblies, rehearsals, drills, loudspeaker announcements, and other interruptions, and, when appropriate, relate these interruptions to classroom activities.

Accomplished teachers are committed to ensuring that students with exceptional needs are an integral part of the learning community. Teachers are knowledgeable about when and how to use support services, blending them into the classroom where possible. Reading specialists collaborate with classroom teachers to ensure that students' reading skills and strategies are reinforced in both classroom and other settings. Literacy teachers form partnerships with colleagues to benefit all students with exceptional needs, whether they remain in the classroom or receive instructional services in a separate area. For example, the teacher and the interpreter for a student who is deaf might collaborate to ensure that the student is actively involved with peers throughout the day. When certain students routinely miss classroom instruction for part of the school day, teachers remain committed to fostering their overall development. For example, when students with exceptional needs receive extra support outside the classroom, the teacher acknowledges them upon their return and helps reengage each student through conversation, regular routines, organizing visuals, or with the assistance of class helpers when the teacher is occupied with another student or group. In addition, resource and classroom teachers collaborate to plan lessons that carry over from one context to another and to ensure manageable amounts of work for students who receive extra support.

Establishing the Physical Environment

Accomplished teachers realize that physical surroundings have powerful implications for learning. Therefore, whether they have their own classrooms or travel

to different areas of the school building to provide instruction, literacy teachers make effective use of available resources and collaborate with colleagues to optimize the physical environment for all students.

Accomplished teachers make deliberate choices about the physical environment, considering such aspects as color, lighting, and décor. Teachers know that the physical setting of the classroom, including the arrangement of furniture, the choice of materials, and the displays, can help support and extend student learning, engagement, and growth. The classrooms of accomplished literacy teachers are replete with student-generated work such as anchor charts, writing exemplars, and artwork as well as photos of the students to ensure they feel part of the classroom community. Literacy teachers may display many functional messages in English as well as in the home languages of students for whom English is a new language. Accomplished teachers involve students in modifying and maintaining the classroom environment, rearranging it as needed to keep pace with assorted instructional engagements and student learning. For example, a teacher might invite students to help set up the dramatic play area or hold a class meeting to discuss how to rearrange furniture to organize the classroom library.

Accomplished teachers arrange the physical environment to ensure that students with exceptional needs are an integral part of the classroom learning community. Teachers know that in the case of a student with physical challenges, the physical organization of the classroom has a great impact on the student's ability to move around. The teacher is therefore purposeful about the layout of the classroom and any potential hindrances. Additionally, accomplished teachers are intentional about making instructional resources easily accessible for students with exceptional needs.

Accomplished teachers provide frequent opportunities for students to learn from each other as well as from the teacher. Teachers express their thoughts and ideas in ways that are clearly understood by their students. Teachers understand that communication is a two-way process; they are expert listeners and can interpret what students mean. Literacy teachers coach students in the giving and receiving of constructive feedback and help students value one another's ideas. They model and teach active listening, showing how it is an important part of effective communication in general and constructive feedback in particular. Accomplished teachers purposefully plan opportunities for students to discuss and reflect on their learning to promote positive social interactions, which may include classroom meetings and peer mediation.

A student in the classroom of an accomplished teacher moves through a variety of learning settings—whole-class, small collaborative group, paired, and individual—in the course of the instructional day. Accomplished teachers create spaces that are conducive to whole-group, small-group, and independent learning. Groups are created as learning needs arise and modified or disbanded as needs change. Literacy teachers do not allow a student to be singled out by ongoing membership in a particular group. As teachers modify groupings based on students' needs or interests, they ensure that students understand the resultant expectations. For example, when

grouping students for a new writing workshop or a literature discussion, teachers help members adapt to group dynamics and explicitly teach group members how to communicate clearly and supportively.

Establishing the Intellectual Environment

Accomplished teachers create environments in which learning resources are easily accessible. They take great care to ensure that students are able to access learning resources with increasing independence. For example, the teacher can make a variety of engaging writing materials readily available for times when writing opportunities arise, such as when children receive a postcard in the mail and are motivated to independently write a response. Additionally, accomplished teachers ensure that students receive the necessary guidance in selecting texts and other learning materials for themselves—that they know where materials are and know how to select those that will meet their personal and academic literacy needs.

Accomplished teachers take measures to ensure that the physical arrangement of the classroom is conducive to the learning of all students, including students with exceptionalities. For example, teachers ensure that the environment allows a student using a wheelchair to be seated in ways that promote easy eye contact and sharing with other students, whether in large or small groups.

Accomplished teachers know that central to a literacy learning environment is a classroom library. To the best of their abilities, teachers stock and organize the library for students of all reading levels and interests. An abundance of texts and a variety of genres in print and non-print formats are available in the library, and students are allowed to browse through it and use it daily. Teachers collect resources that reflect a variety of perspectives, interests, cultures, and life circumstances for their classroom libraries. Literacy teachers also recognize the importance of regularly introducing students to new literature and information, and they feature changing texts in the classroom book collection. Additionally, they provide access to a variety of media for instructional purposes and offer students opportunities to select media that meet their individual learning needs. Teachers provide a variety of tools for reading; for example, during independent reading, some students may choose to use a digital reading device.

Accomplished teachers are aware that the learning environment extends beyond the walls of the classroom. They collaborate with families and invite students' lives and cultures into the classroom. They build partnerships with the community that enhance student learning (See [Standard XII—Collaboration with Families and Communities](#)). In addition, literacy teachers recognize that online environments are increasingly a part of the overall learning environment. Teachers create opportunities for students to engage in social networking and to collaborate locally, nationally, and globally in developmentally appropriate ways. Teachers also take measures to maintain students' safety in online environments.

Through the learning environments they create, accomplished teachers foster intrinsic motivation in their students. Accomplished teachers instill in students an understanding that although learning can sometimes be difficult, the reward for persistence is a sense of accomplishment and increased self-confidence. Teachers explain that a willingness to experiment is an essential part of the learning process, and they demonstrate that mistakes should not be viewed as failures but rather as valuable lessons on the way to improved understanding. From the start of the school year, teachers use democratic processes to discuss classroom rules and consequences and to establish social behaviors that favor effective learning and living together considerately in the classroom and school community. They teach conflict resolution skills and support students in assuming responsibility for their own actions. They provide students with opportunities to make meaningful choices both socially and intellectually. They foster students' confidence, intellectual and social risk taking, and persistence. Teachers are aware that students want to become competent, and they publicly recognize and celebrate students' various achievements. Accomplished early and middle childhood literacy teachers use the affective, physical, and intellectual learning environment to foster a sense of agency in their students and to lead them toward becoming resilient, self-regulated learners.

Standard IV Instruction

Accomplished early and middle childhood literacy: reading–language arts teachers employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language.

Accomplished early and middle childhood literacy teachers are reflective as they plan, select resources, and teach. They set clear and appropriate goals, and they can articulate and justify their plans. They draw on knowledge of learners and professional expertise to design instruction that meets the needs of diverse students. Teachers deliberately locate, create, and align resources to help them meet their instructional goals. They create engaging, interactive, and differentiated opportunities for students to engage in reading, writing, speaking, listening, and viewing in meaningful ways. They are flexible and responsive as they modify their teaching during instruction to meet the needs of individual students. Teachers engage in a recursive cycle of planning, selecting resources, teaching, and then reflecting on the impact of their decisions to guide future instruction.

Planning for Learning

Accomplished teachers begin the planning process by engaging in reflection. They think about previous instruction and consider how previous decisions affected student learning. Teachers formulate purposeful, long-term, data-driven instructional goals that are based on local, state, and national standards and curricula. In addition to their long-range goals, teachers develop lesson plans containing short- and long-term objectives.

All of an accomplished teacher’s instructional goals are influenced by research and theory. Teachers set goals based on what is developmentally and linguistically appropriate for their students and what is relevant to their students’ lives. Teachers take into account their students’ prior knowledge, skills and strategies, and their cultural and family backgrounds. Teachers use the results of ongoing formative and summative assessments when setting goals, and they consult with other educators.

Accomplished teachers know that in order to design effective instruction, they must systematically plan what will happen in each instructional unit and each lesson within a unit. Teachers make professional, informed choices regarding the depth and

breadth of content, the sequence in which content is presented, and the pacing of instruction. They purposefully plan recursive units of study while incorporating well-researched, relevant, and effective resources.

Accomplished teachers deliberately plan to create opportunities for optimum levels and types of engagement among students and between students and their teacher. Teachers use data to plan for the most effective ways to group learners. Teachers plan for groups that are dynamic, fluid, and flexible; they create homogenous and heterogeneous groups as appropriate to the instructional task. For example, a sixth-grade teacher might allow students to choose their own small groups for literature circles during one part of the day and then assign pairs to work with the teacher on revising their writing samples during another part of the day.

Accomplished teachers are able to articulate the rationale of how the overall instructional plan will affect student learning. They can explain their planning to administrators, colleagues, families, and other stakeholders. This articulation builds awareness of the curriculum and fosters mutual understanding of student expectations. Additionally, this articulation creates a collaborative effort in which all parties can reinforce learning expectations and find unique ways to contribute to students' academic successes.

Selecting Resources

Accomplished teachers are familiar with a wide range of instructional resources that enrich and extend the literacy development of their students. These resources range from traditional print literature to innovative technology and media, community resources, and student-generated work. Literacy teachers are deliberate and reflective as they locate and select resources for teaching. Accomplished teachers critically evaluate professional resources and lesson plan ideas as they seek new resources for instruction, evaluating all potential resources in terms of their cultural relevancy and biases. They select curriculum resources based on previous experiences and their expectation that the materials will promote student literacy growth. They adapt and modify materials as needed. Teachers are also resourceful in obtaining and creating supplementary materials that support student learning in all content areas, such as primary documents, audio recordings of speeches, Web sites, and video clips. Accomplished teachers provide students with a variety of textual genres, traditions, cultures, styles, and perspectives representative of the breadth and depth of children's literature.

Accomplished teachers are adept at selecting texts which match varying instructional needs. Teachers have a rich knowledge of children's literature, including print and non-print texts. Teachers select texts that encourage literacy development; represent diverse genres and a range of difficulty levels; exhibit high quality; extend conceptual knowledge of the world; and encourage engagement by students of varying backgrounds. For example, teachers in early grades might select picture books that repeat sounds to foster the development of phonemic awareness,

whereas teachers in the upper grades might read aloud picture books that feature figurative language to serve as mentor texts for poetry writing.

Accomplished teachers select media and technology tools that enhance and extend their students' opportunities to learn about and through language. Teachers recognize that they are responsible for selecting developmentally appropriate technology and media that match overarching curriculum goals and that are appealing and accessible to learners. For example, teachers might help students set up blogs in which they communicate with students from around the world as both groups read the same novel, or they might have English language learners employ email as an avenue for building language. Accomplished teachers are aware of assistive technologies that increase success for students with exceptionalities. They may obtain an adaptive mouse for a student to use with a computer, learn to program a voice simulator for a student who is without speech, or provide interactive software for a student with cognitive processing difficulties to help that student learn to read and write.

Accomplished teachers regard instructional time as an invaluable resource, and they maximize its use; their lessons are clear, purposeful, coherent, and well managed, with smooth transitions between one activity and the next. Teachers engage their students in predictable classroom routines; their students feel secure because they know what is expected of them. Accomplished teachers organize their instruction into large blocks that allow for in-depth literacy experiences. Teachers' daily routines invite personal initiative, helping students create connections between subject areas and build on their previous learning.

Accomplished teachers know that students must be active participants in the learning process in order to construct new knowledge; therefore, they select resources and materials that encourage active engagement and social interaction. They recognize that many early and middle childhood students are kinesthetic learners, and so they provide students with concrete materials. For example, teachers may provide groups of younger students with puppets when they teach retelling. Teachers of older students might ask pairs of students to use comic strip software to storyboard as a part of prewriting a story.

Accomplished teachers know that the community is also an important resource when they are fashioning a relevant curriculum and implementing instruction. Teachers purposefully connect the classroom and the community. They may bring the community to the classroom by means of guest speakers, volunteers, and storytellers. Speakers who represent the cultural diversity of the community can share their accomplishments and areas of expertise, providing strong role models for all students. Teachers also take the classroom into the community by means of field trips and projects that involve students in interviews, data gathering, service projects, and other interactions that demonstrate to students the many ways that language can bring about change in the world. Teachers foster school partnerships with local businesses and organizations, for example, in staging theatrical productions or publishing student-authored texts.

Accomplished teachers communicate with others in the literacy field—both locally and globally, face to face and online—to supplement and refine their repertoire of strategies and resources. Teachers work effectively with other practitioners, including other instructional specialists, to offer a coordinated program that gives all students access to a rich and stimulating curriculum. They might work collaboratively with the reading specialist or classroom teacher to develop a plan to provide needed instructional experiences for individuals or small groups of learners, thus facilitating continued literacy development. (See [Standard XIII—Professional Responsibility](#).)

Accomplished teachers understand that some of the most effective instructional resources are those created by students themselves. Student history projects, multimedia presentations, dramas, science logs, original stories and poems, audiotapes of oral histories, and articles in class newspapers effectively promote language building because students learn through the process of creating them and, after their dissemination, through the responses of others to their work. Teachers promote the production of such materials by giving students appropriate materials and sufficient time. Teachers subsequently make student-produced texts of all kinds available for wider reading, listening, or viewing—both by individuals and in groups.

Teaching

Accomplished teachers know that literacy teaching is a dynamic, responsive process through which a teacher immerses students in the language arts. Teachers know that accomplished instruction involves a constant flow of communication, both to convey information and to invite students to respond with higher-level thinking. Accomplished teachers think flexibly about elements of teaching, including resources, time, and student engagement that will connect literacy learning to real-world expectations. Literacy teachers use information from previous experiences, current research, and established instructional strategies as they modify instruction to meet the needs of their learners. Teachers are mindful that they must seek to make students independent in their use of literacy skills. To achieve that, teachers assess, instruct, provide resources, refine teaching, and differentiate in a cyclical fashion and with fluidity. They convey the importance of literacy skills to students in multiple ways in order to encourage active engagement. Teachers also continuously reflect—to plan thoughtfully, to be mindful of teachable moments, and to consider whether objectives and needs have been met.

Accomplished teachers understand that effective instruction engages students in critical intellectual processes. Teachers believe that inquiry—the process of seeking to know and understand through questioning—is a powerful route to understanding. They encourage students to actively use questioning to inquire about the world, clarify their thinking, and engage with stories and ideas. Teachers use effective questioning themselves. They craft questions to support students' learning and to gauge students' levels of engagement and understanding.

Accomplished teachers implement resources and materials flexibly and equitably. They support all students by creating instruction that invites active engagement. They

provide ample opportunities for students of all ages to take part in social, dramatic, and intellectual play because of the way that play supports oral and written language development and conceptual learning. Literacy teachers at times use project-based learning to foster greater depth of knowledge and critical thinking. They may also use problem-based learning to ground instruction in real-world contexts.

Accomplished teachers use the results of ongoing assessments to refine their plans and differentiate instruction as needed. Accomplished teachers hold the same high expectations for all students' literacy learning; however, they differentiate instruction by providing different resources, learning engagements, or levels of support in order to help all students meet those expectations. Teachers do this by providing whole group, small group, and individualized instruction in flexible and responsive ways. For example, during independent reading conferences, the teacher may observe that several students read self-selected texts accurately, but are unable to read aloud with fluency and expression. The teacher might group these students for guided fluency instruction, providing a text that is conducive to phrased, fluent reading, such as a poem or the lyrics to a song. Teachers may provide differentiation by varying the amount of time they allow students to complete assignments or providing students with choices in literacy engagements. When appropriate, teachers may vary the readability levels of instructional materials. For example, when a class is studying insects, the teacher might ask small groups to read passages at different readability levels and then discuss their learning or record important ideas on a chart with the whole group.

Accomplished teachers understand that instruction often involves an ongoing dialogue with students. Teachers know that dialogue builds a close relationship between the student and teacher, with both parties providing vital feedback on efficient and creative ways of using the instructional period. These creative collaborations foster increased independence in the learner. For example, teachers might think aloud to model their use of metacognition as they read and reread a difficult text. Afterward, they might ask students to talk with each other about how to apply the same rereading strategy. Finally, teachers would encourage students to reread whenever meaning breaks down during their own independent reading. This allows students to become aware of what they know, understand, can do, and can apply in new ways in the future.

As they implement instruction, accomplished teachers continuously engage in reflection, evaluating whether their instruction is achieving their goals. Accomplished teachers capitalize on teachable moments. During instruction, accomplished teachers understand that flexibility is crucial and that adjustments will become necessary as the teacher scaffolds student learning. Teachers make subtle and effective modifications in response to their observation of students' gestures, facial expressions, and comments as well as in response to what is happening in the classroom and in the world.

Accomplished teachers demonstrate a sense of passion and immediacy that communicates the importance of literacy. They understand that their own

body language, tone, and pauses during speech affect student engagement and comprehension, and they skillfully adjust their modes of communication to optimize student learning.

Reflecting on Learning

Reflection is an integral part of all aspects of teaching but is critical to planning and implementing instruction. Accomplished teachers know that reflection is a recursive process that, ideally, occurs before, during, and after instruction; therefore, teachers purposefully schedule time within each day to engage in reflective thinking or writing. Accomplished teachers reflect on ongoing assessments, observations, and curricular expectations as they make or adjust instructional plans. They reflect during daily lessons, considering the level of student engagement or performance, and adjust instruction accordingly. They reflect on how lessons affect student learning and strive to improve future lessons, even when lessons go well. They reflect on their use of time, resources, and instructional strategies, always looking for effective ways to refine and improve their own practice. They seek student input on the effectiveness of their teaching and reflect on ways they might enhance future learning engagements. Recognizing the power of reflection, they purposely plan for opportunities for students to self-reflect as well. Accomplished early and middle childhood literacy teachers exemplify the reflective practitioner as they plan for and implement instruction that will have the greatest impact on the growth of all literacy learners.

Standard V

Assessment

Accomplished early and middle childhood literacy: reading–language arts teachers use a range of ongoing formal and informal assessment methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communicate to various audiences; and engage in ongoing reflection.

Accomplished early and middle childhood literacy teachers assess what students bring to instruction, what they learn from instruction, and what they still need to learn. Literacy teachers understand that improving their teaching and student learning is the primary reason for assessing student performance. These early and middle childhood teachers continuously monitor their students' literacy development through formal and informal assessments. Teachers' assessment practices support and inform their instructional practices, continue throughout the school year, focus on authentic language tasks, and build on students' literacy strengths. Teachers systematically assess student progress, using developmentally appropriate assessments and communicating their findings to students, parents, administrators, and community stakeholders.

Accomplished teachers assess student progress jointly with the students themselves, collaborate with other professionals on assessment, and encourage parents' active participation in the assessment process. Teachers use assessments as a way of providing students with the opportunity to monitor and reflect on their own literacy achievement. In the classrooms of accomplished teachers, students become aware of their progress in literacy development and come to think of themselves as independent learners who are capable of evaluating their own work as well as setting goals for future learning.

Knowledge of Assessment

Accomplished teachers understand that assessment is the process of discerning the breadth and depth of students' skills and knowledge. They know that assessment must be an ongoing component of the accomplished literacy teacher's routine and that assessment serves a variety of critical purposes. Teachers realize that sound, appropriate, and well-designed assessments have the power to lead to extensive and meaningful student learning. Teachers understand the difference

between assessing and evaluating, and they know that grading is only one part of these processes. Accomplished teachers have a command of a wide range of valid and developmentally appropriate assessment methods and tools that align with the central goals of the language arts curriculum, and they know how to use assessment data to help students progress as readers, writers, listeners, speakers, and viewers. Teachers have thorough knowledge of the local, state, and national standards and benchmarks that indicate proficiency in literacy at various developmental levels.

Accomplished teachers understand the many purposes of assessment, including to evaluate student learning; to inform their own teaching practices; to provide feedback to students; to communicate with stakeholders about individual student progress and overall school performance; and to foster both teacher and student self-reflection. Teachers know the full range of assessment types. They understand the purposes and uses of both formative and summative assessments, and they understand that within these two broad groupings there are both formal and informal assessment tools. Literacy assessments may include classroom observation and documentation; records of reading; portfolio assessments; oral reading assessments; multiple-choice tests; teacher-student conferences; and mandated assessments. Accomplished teachers know the strengths and limitations of each type of assessment tool, and they understand that rich and robust educational plans require a multifaceted approach to assessment.

Accomplished teachers understand the value of encouraging students to take responsibility for their own intellectual, social, emotional, and ethical growth. Teachers know that by promoting metacognitive awareness in their students through self-assessment, teachers allow students to take responsibility for their learning and help them become more reflective thinkers. Literacy teachers recognize the importance that self-assessment plays in developing literacy learners. Teachers know that students who can make meaningful connections and pose self-generated questions are positioned to become active, engaged, and self-regulating. These teachers realize that teaching students how to self-assess and reflect on their learning may be particularly powerful for helping reluctant classroom learners find new connections between their curiosity and the school curriculum. Accomplished teachers also recognize that self-assessment can be valuable for English language learners, since collecting their work over time makes evident their progress in language acquisition. Furthermore, accomplished teachers understand that student self-assessment can provide an opportunity for the teacher to determine the efficacy of instruction.

Accomplished teachers know that they are accountable for student performance on local and national standardized tests. They familiarize themselves with the purposes, features, and learning outcomes of these assessments prior to administering them to their students. Teachers recognize their responsibility in regard to mandated assessments, meet their responsibility in creative and innovative ways, and ensure that preparations for these assessments provide opportunities for significant learning for students. Teachers know how to analyze and interpret data from standardized testing programs; and they know how to use that information to design, evaluate, and modify literacy curriculum and instruction. When possible, teachers work with

those outside the classroom to ensure that mandated evaluations are consistent with the vision that frames instruction and assessment in the classroom.

Selecting and Administering Assessments

Accomplished teachers are constant and insightful observers of students at work and at play. In the classrooms of accomplished teachers, assessment is wholly integrated into daily instruction and is an ongoing process. Teachers continuously collect, examine, and interpret a variety of data about the ways students communicate, carry out learning tasks, and interact with peers.

Accomplished teachers know that effective assessment of literacy activities involves establishing a relationship of trust between student and teacher. Teachers work hard to build that sense of trust, and they strive to have daily, individual contact with each student as a way of staying abreast of students' development as individual language learners and as social beings.

Teachers continuously affirm students' language uses, and they provide appropriate measures of encouragement and constructive feedback before, during, and after assessment.

Accomplished teachers choose, design, and select assessments that are aligned with the curriculum, instructional practices, standards, and goals and that meet the needs of individual students, the class as a whole, the school and the district, and families. Literacy teachers take into account students' cultural and linguistic variations and are careful to assess students fairly and equitably, adapting assessments to meet the needs of specific populations. (See [Standard II—Equity, Fairness, and Diversity](#).) Teachers design and select a variety of assessments to show both students' individual growth and their progress toward grade-level norms.

Accomplished teachers draw on the strengths and interests of their students in order to ensure that assessments accurately reveal what students know and can do. In some situations, teachers may offer students an array of assessment options. For example, when trying to determine students' comprehension of a given piece of literature, a teacher might allow students to write, create an oral presentation, or produce a work of art in response to the text. When constructing a writing portfolio, teachers may ask students to choose the piece of writing they wish to see included in the portfolio and then explain what it shows about the student as a writer.

Accomplished teachers consider each student's culture and background knowledge when selecting and administering assessments. When appropriate, teachers modify assessments according to their knowledge of students' schemas. For example, a teacher might use an assessment in a student's primary language to obtain a more accurate representation of the student's ability. A literacy teacher might also consider adapting test terminology to accommodate regional language differences, such as the fact that students living in the South may think of a toboggan

as a hat, whereas people in other parts of the country are more likely to think of it as a sled.

Accomplished teachers guide students in assessing their own literacy progress and establishing their own learning goals; they provide models, criteria, benchmarks, and feedback so that students can make accurate and realistic decisions. Literacy teachers model strategies that students can use before, during, and after reading new or challenging texts. A teacher might provide students with a variety of self-assessment tools and invite students to make thoughtful selections and then use the tools appropriately. For example, a teacher might scaffold for students the process of evaluating portfolio selections. Accomplished teachers also facilitate peer discussions focused on assessment.

Accomplished teachers prepare their students appropriately for all types of assessments, providing practice in the particular skills needed to complete specific types of assessments, such as standardized tests, online assessments, or portfolios. For example, when preparing students who do not customarily take standardized tests in multiple-choice format, the teacher would first explain the format to students and then allow them practice in completing sample items. The teacher would also ensure that students are familiar with the types of directions and types of genres likely to appear on all tests. Literacy teachers help students emotionally and physically by creating a testing environment that is comfortable and conducive to concentration, using knowledge of the community and individual student needs to provide appropriate encouragement and preparation.

Teachers understand that parents and other adult caregivers have a tremendous store of relevant information that can help teachers learn about the whole child. This pool of knowledge includes the student's cultural and language history, likes and dislikes, work habits, goals, self-image, learning style, and personality. Accomplished teachers take steps to form alliances between home and school to select and refine their assessments. (See [Standard I—Knowledge of Learners](#) and [Standard XII—Collaboration with Families and Communities](#).)

Accomplished teachers know how to select the most efficient and effective technology available for collecting assessment data, and they are adept at applying this technology. For example, a teacher might make an audio recording of a student reading a short passage and then analyze the reading for miscues or fluency. A teacher might use a computer program to calculate the readability level of a text used in a reading assessment. Accomplished teachers understand the challenges that some technological assessment tools may pose for students. For example, students who find it difficult to navigate texts in a screen-based format may need support in order to complete online assessments. Teachers also assess students' progress by providing opportunities for students to use technology to demonstrate literacy development. For example, teachers might allow students to use a Web tool to develop a class rubric or have students create a book review by making a short video.

Analyzing Assessment Data

Accomplished teachers realize the importance of engaging in continuous reflection, alone and with colleagues, about the data collected from assessment. Teachers also know that assessment of student learning takes many forms, and they do not make judgments about students on the basis of any single assessment. Rather, they analyze data from many different assessments to build a comprehensive, multidimensional picture of each student’s abilities, achievements, and needs.

Accomplished teachers consider the purpose of each assessment and identify any nonacademic factors that may affect results, such as distractions in the environment, poor motivation on the part of students, or a lack of clarity in test directions. For example, if most students performed poorly on a given item, the accomplished teacher would take the next step to determine if students failed to master the relevant content or if the item was somehow flawed. Accomplished teachers examine individual test results and also analyze data across the class to determine whether both individual students and the class as a whole mastered the skills and knowledge being assessed.

Accomplished teachers realize that a given assessment provides insight into students at a given moment; therefore, they collect, analyze, and compare data over time, looking for significant patterns and trends. They frequently compare their assessment findings, employing the results of one method to cross-check the accuracy and validity of another. Teachers analyze and discuss results with colleagues. They keep systematic, comprehensive records of all students’ progress across all domains of literacy. Literacy teachers know how to interpret the results of standardized tests. They understand the statistical analyses performed on results from such tests, and they carefully read published reports. Accomplished teachers carefully record and analyze data from informal assessments as well as from formal ones.

Accomplished teachers use technology to analyze the data they collect, making use of spreadsheets or other statistical analysis programs. They may use a database to aggregate and disaggregate data and to create graphic representations such as bar graphs or scatter plots in order to analyze students’ progress and inform instruction. They look for patterns and trends in data and know how to account for such phenomena in data as outliers.

Communicating the Results of Assessment

Accomplished teachers clearly communicate assessment results to students, parents, administrators, colleagues, school board members, and other stakeholders, and they do so in a timely manner. Literacy teachers prepare reports of their evaluations that clearly communicate the nature and degree of the progress that students are making. These teachers use the public release of data about the school’s performance on standardized tests as an opportunity to communicate with parents and stakeholders about ways in which teachers are striving to meet the

needs of students. Teachers provide parents with meaningful feedback on how their children are progressing in the acquisition of language processes. Accomplished teachers use feedback as a way to cultivate family support and celebrate student achievement.

Accomplished teachers communicate both quantitative and qualitative data and explain the significance of both types. They also explain to students, parents, and community members that numerical scores may obscure subtle differences in achievement. For example, if a student receives a 3 on a standardized test, the teacher needs to clarify the total scale (3 out of what possible total score?); the range of performance within the score (in other words, there may be high 3's or low 3's); and the difference in proficiency between a 3 achieved at one grade and the same score achieved at a higher grade. Accomplished teachers assist parents in recognizing academic growth from year to year. (See [Standard XII—Collaboration with Families and Communities](#).)

Accomplished teachers communicate regularly with students about assessments and their results, and they help students understand the data so that students can reflect on their own learning. Teachers explain the value of multiple assessments and the ways that a variety of feedback can improve learning. They may discuss how to interpret a variety of assessment results and how to understand rubrics, checklists, the meanings of scores on standardized tests, and other assessment tools. Accomplished teachers make certain that students understand the relative strengths and weaknesses of various assessment tools for understanding their own literacy achievement in general and specific aspects of reading, writing, speaking, listening, and viewing in particular.

Accomplished teachers are adept at communicating the complexities involved in converting assessment data into grades. Teachers explain that, when grading, they take into consideration the student's motivation, effort, potential, and progress, as well as comparing the student's performance to grade-level expectations and developmental benchmarks. Literacy teachers communicate why it is important to avoid grade inflation, but they also demonstrate their understanding that grades can be demoralizing for individual students or populations of students whose scores may reflect a history of institutional and cultural challenges. Accomplished teachers clearly articulate the rationale for how they establish grades and help keep grades in perspective relative to other measures of student learning.

In talking with parents about a student's literacy progress, accomplished teachers maintain a two-way exchange of information to obtain the insights of parents and to offer their own constructive suggestions to help students grow in their literacy development. For example, teachers might arrange to have a conversation with parents early in the school year and then use relevant information from this conversation as part of the student's learning profile. Throughout the year, teachers apprise parents of the results of assessments in terms that are clear, fair, objective, and trustworthy and that generate parental input. Teachers include students as participants in reporting assessment results.

Accomplished teachers effectively use available technologies to communicate assessment data to parents and other stakeholders. They may use digital software to create graphs or charts of individual, class, or school performance in order to display growth over time. If they are required by the district to use assessment portals, they may choose to go above and beyond merely entering numerical grades and communicate additional pertinent assessment information to parents. For example, teachers might maintain a Web site which offers information about how parents can help students prepare for assessments, including components such as test preparation modules or explanations of testing jargon. Teachers might provide parents with information on their child's performance through emails or other forms of digital communication. They might use technology to inform stakeholders about assessments. For example, a teacher might use presentation software to display results of standardized testing and help stakeholders better understand how these data are used to refine and improve instructional programs.

Using Assessment Results

Accomplished teachers use assessment findings to guide instructional planning for individual students, small groups, and the entire class. Teachers use data from a wide variety of both formative and summative assessments to decide which learning experiences to offer. To accomplished teachers, assessment is never simply the end of a unit of teaching, but also is used to determine what students are ready to learn next, to determine the best ways to teach, and to differentiate instruction for students.

Accomplished teachers use assessment results to plan instruction in multiple ways. Assessments provide information about student interests and abilities that help teachers differentiate instruction. Teachers may use reading interest surveys to select books for literature circles or use students' writing samples to determine the next mini-lessons to teach during writing instruction. Literacy teachers use results of recurring assessments to monitor student progress across the language arts. When student progress is not as expected, teachers engage in more in-depth assessment to understand why and then make instructional changes or provide interventions to accelerate learning. For example, teachers may gather regular records of reading and use the results to make informed decisions about which aspects of literacy to emphasize during small-group instruction.

Accomplished teachers use assessment data to reflect on their teaching as well as on their students' learning. They perceive all assessments as an opportunity for professional growth. As teachers review assessment data, they question whether benchmarks have been met and goals have been accomplished. They consider whether their instructional decisions have had the desired impact, and they refine their instructional practices accordingly. Teachers may realize that a particular small group struggled with an assignment to critique a Web site and reformulate groups accordingly; or they may review students' scores on a checklist of listening skills and decide to spend more time teaching students to be considerate listeners when they confer with partners.

Accomplished early and middle childhood literacy teachers use assessment to understand student learning and achievement and to guide and improve their own instructional practice.

Standard VI

Reading

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of the reading processes, of their students, and of the dynamic connections within the other language arts to create effective instruction so that all readers construct meaning and develop an enduring appreciation of reading.

Accomplished early and middle childhood literacy teachers recognize the pivotal importance that reading plays in each child’s development. Literacy teachers understand that reading is a complex process and that successful readers employ a variety of strategies to construct meaning. Teachers are knowledgeable about the entire range of practices related to language development and the reading processes. Their instructional decisions are based on the needs of students, and these decisions are guided by literacy research and theories; by knowledge of children’s literature and other texts; and by local, state, and national standards. Accomplished teachers are able to create a rich environment that promotes literacy while assisting their students in using all the language arts to access and enrich other content areas. Teachers know how to differentiate instruction for all students and are able to articulate their rationale for instructional decisions. Accomplished teachers are themselves avid readers with a broad curiosity about and experience with written texts of many kinds.

Knowledge

Accomplished teachers know that literacy learning begins early in life and progresses along a continuum of development, and they recognize that their students are at various points in their reading development. Literacy teachers possess a repertoire of approaches, methods, and materials to meet the needs of individual students and to challenge each student to grow as a reader. Accomplished teachers know the processes, skills, and strategies that students at various developmental levels need to learn in order to decode, comprehend, analyze, and evaluate increasingly more complex texts.

Accomplished teachers understand the particular challenges related to learning to read, and they know that each student may need to overcome various challenges. Teachers ensure that all students receive high-quality instruction that motivates them and furthers their development as readers. Teachers know how and when to assess students to select texts that relate to student needs and interests. For example, the

teacher might notice from a record of reading that a student relies on picture support, so the teacher would select texts with close picture-text correspondence for that particular learner. The ultimate goal of accomplished teachers is to help students develop into lifelong readers who are engaged in the process of learning, who are able to comprehend and critique what they read, and who read for enjoyment.

Accomplished teachers recognize the relationship that exists between students' background knowledge and their abilities to comprehend the texts they read. Teachers know the importance of honoring, assessing, and activating the prior knowledge that students bring to the classroom. Literacy teachers understand how to help students draw upon their background knowledge to interpret evidence and information in texts, identify bias, and constructively critique inaccurate portrayals and information. Teachers know how to help students connect to text by providing them with a variety of strategies to use before, during, and after reading. They also know how to create authentic experiences both inside and outside the classroom to build a base of shared knowledge for their students.

Accomplished teachers understand that reading is the process of constructing meaning from texts. They also understand that reading is transactional—that is, the reader brings meaning to and takes meaning from a text—and that a student's response to a text is influenced by his or her prior knowledge and experiences, purposes for reading, and the context in which the text is read. For example, the accomplished teacher would understand that in the case of some rural students who may never have seen an escalator, it would be helpful to show a picture of an escalator or a video clip of one on the Internet and explain its similarity to a conveyor belt.

Accomplished teachers know that students can motivate one another to read by sharing ideas and information about reading materials, authors, and illustrators, and that students can also influence one another's ability to think critically about texts. Literacy teachers recognize that the degree of curiosity and motivation students bring to texts directly affects their willingness to work hard at understanding them.

Accomplished teachers know that strategic readers use a variety of cueing systems, and they understand how to instruct students to use these systems flexibly. Teachers know how to provide all students, whether emerging or proficient readers, with appropriate texts, strategies, and opportunities to practice reading with sufficient fluency and automaticity. Literacy teachers recognize that students have varying degrees of experience with texts and concepts of print. Teachers know to assess for and purposefully teach concepts of print, knowing that these concepts become increasingly sophisticated along the reading continuum. For example, teachers of young students understand that a basic understanding would be directionality and return sweep, while teachers of older students would include more advanced concepts such as knowing how to navigate a graphic novel.

Accomplished teachers are familiar with a wide range of written, spoken, and visual texts. These might include children's literature such as picture books, poems, and folk

literature; other narrative and expository texts; and non-print and multimedia texts appropriate for early and middle childhood. Teachers understand the importance of engaging students with all these types of texts. Literacy teachers know that in an age of information-rich technology, students need the ability to read texts in all media and to make connections among different media. Teachers understand the importance of providing students with access to a rich selection of texts—including community and student-generated texts—through classroom, school, and community libraries. Accomplished teachers comprehend the historical and cultural contexts of texts, and they know and use texts that authentically represent diversity in terms of culture, abilities, gender, region, and use of language.

Environment

Accomplished teachers establish a safe and comfortable literacy environment that invites and encourages reading. They use a variety of materials that are authentic, engaging, and culturally appropriate, and they allow students to engage with those materials in a variety of ways. Literacy teachers capitalize on both the physical and affective opportunities within the learning environment.

In the physical environment, accomplished teachers promote visual literacy through a deliberate dispersion of reading materials such as diverse literature, big books, word walls, content and motivational posters, word banks, shared poetry, and technology. They set aside areas in the room for independent cozy reading, paired practice, small-group lessons, and whole-group instruction. They purposefully incorporate play in their classrooms and, when possible, offer puppets and props to retell or act out a story. Teachers also ensure that all students have access to technology in the reading environment.

Accomplished teachers carefully foster an emotionally safe learning environment where students feel secure enough to take risks as they are learning how to read. Teachers cultivate a collaborative learning community in which students encourage, support, and promote the literacy development of their peers. Teachers engage students through purposeful reading routines and opportunities for students to read throughout the school day.

Instruction

Accomplished teachers know that reading is a meaning-making process in which the ultimate goal is comprehension. Teachers provide students with a variety of strategies to use before, during, and after reading; they match these strategies to the challenges posed by texts and the needs of readers. Literacy teachers help students learn to use cueing systems flexibly and effectively in their reading. Teachers provide students with the varied experiences and sophisticated skills they need to develop the independent ability to use each system appropriately without an overreliance on any one of them. Accomplished teachers expose students to new texts and to new concepts and promote enthusiasm for reading. They teach reading in engaging,

meaningful, and authentic ways that support students' abilities to comprehend texts in sophisticated ways.

Accomplished teachers invite students to respond to texts in a variety of ways. In promoting serious interpretive dialogue about texts, these teachers are attentive listeners, and they are receptive to the various opinions put forward by their students. Teachers understand the social nature of reading and provide opportunities for students to share their reactions to reading specific materials. Literacy teachers encourage a range of interpretations, helping students recognize and respect the inherent value of differing responses to the same text. At the same time, teachers ask that students support their points of view with evidence gathered from a close reading of the text and other sources and that they use this evidence as a starting point to make judgments and inferences that further their understanding of texts and the world.

Accomplished teachers model and explicitly teach students to use metacognition to select and apply a variety of comprehension strategies to monitor their comprehension of texts, and to engage explicitly in strategies that support meaning-making when comprehension breaks down. For example, during a read-aloud, the teacher may demonstrate a think-aloud by pausing and saying, "I wonder if..." or make a connection using a phrase such as, "This makes me think about..."

Accomplished teachers model for students how to locate the most important ideas in a text and how to relate those ideas to concepts encountered in other texts and in real-world experiences. They teach students to draw on background knowledge as they read, to summarize arguments, and to preview important textual and visual cues in order to make reasonable predictions. For example, literacy teachers inform their students about text features such as headings, bullets, and bolded words which will help students organize their thinking and further comprehend what they are reading.

Accomplished teachers encourage students to think critically about texts. They model for students how to question the intent of the author as well as the impact of the text through the development of critical reading skills. Teachers ensure that students' skills as critical interpreters of texts are continually developed across all areas of the curriculum and in all instructional settings.

Accomplished teachers foster students' abilities to be flexible as they decode unfamiliar words so they can unlock the meaning of texts. Teachers purposefully plan word study, and they also capitalize on opportunities for word learning that arise spontaneously. Literacy teachers teach students effective strategies for developing their reading skills. For example, they know that by providing students ample time to write, students will approximate the spelling of words by applying their knowledge of phonics. Teachers work to develop students' phonemic awareness, understanding of phonics, and understanding of the alphabetic principle. They teach these skills and processes in systematic, meaningful, motivating, and appropriate ways. Teachers may use songs, rhymes, or poetry with younger students to explore onsets and

rimes, or they may engage older students in word sorts to explore spelling patterns or the meanings of prefixes.

Accomplished teachers support students' vocabulary acquisition, which in turn fosters reading comprehension. Teachers use an array of strategies to develop students' vocabulary. They introduce students to an abundance of new words through real conversations in authentic contexts as well as by reading aloud to students; engaging students in wide reading of diverse texts; and employing vivid, complex, and varied oral language experiences. Literacy teachers support students' acquisition of a variety of ways to learn new words such as using reference tools and using the context of the text to determine word meanings. They select appropriate vocabulary for explicit word study based on their assessments of students' word knowledge and the utility of words for supporting future oral and written communication. Accomplished teachers value the relationship between content vocabulary and conceptual knowledge in the content areas, and therefore, they develop students' discipline-specific vocabulary.

Accomplished teachers are aware that fluency affects comprehension, and they are careful to select accessible texts that are matched to students' instructional needs. Literacy teachers understand that fluency involves automaticity, prosody, and rate, and they are careful not to emphasize rate over comprehension. Teachers know that fluency is best taught by providing students with opportunities to engage in the reading of connected texts. For example, a teacher would allow a student with emerging language skills multiple opportunities to reread a familiar shared poem or short story.

Accomplished teachers understand the value of reading aloud to students, even when those students are sophisticated readers themselves. Teachers use reading aloud in the classroom to serve a number of purposes, including extending students' vocabulary; developing students' higher-level thinking skills; modeling well-phrased and fluent oral reading; introducing a new genre, author, writing style, or concept; and modeling comprehension strategies.

Accomplished teachers are aware of the advantages and limitations of various media and know how print and non-print media often combine to create powerful communication. They teach students how to critically interpret and assess messages conveyed in the texts they read. Teachers use various current and emerging technologies and are familiar with the common benefits and challenges of using these reading resources. They provide students with high-quality literature across the entire early and middle childhood curriculum. Literacy teachers keep the instructional focus on meaning-making while constantly integrating the development of the student's ability to read with the student's expanding understanding of the world.

Accomplished teachers recognize the powerful role that assessment plays in determining how to deliver appropriate reading instruction to all students. Teachers conduct formal and informal reading assessments on a regular basis and for a variety of purposes. Literacy teachers use assessment to gain a clear understanding of

students' reading abilities, including assessing students' abilities to decode, their knowledge of vocabulary, their fluency, and their literal and inferential comprehension of texts. Teachers may also assess students' uses of strategies, their reading interests, and their ability to critique the texts they read. Accomplished teachers select reading assessment tools in a variety of formats, including a paper-and-pencil format if appropriate. In addition, teachers may also assess students' discussions of books in large and small groups; their online responses to what they have read; dramatic reenactments of literature; or responses to texts using other creative expressions, such as music, dance, or original works of art.

Accomplished teachers engage in assessment to monitor students' progress in reading and to revise instruction based on student growth or identified student need. They provide specific interventions for struggling readers. Teachers are skilled interpreters of assessment data who realize that it can be helpful to analyze assessment results in collaboration with others, including the students themselves as appropriate. Teachers also provide multiple opportunities for students to self-assess their progress in reading and interpreting texts.

Connections

Accomplished teachers know how to make connections between reading and the other language arts by integrating speaking, listening, writing, and viewing with reading instruction. They also foster critical reading of texts across the content areas by extending and enriching opportunities for students to read multiple genres across the curriculum.

Accomplished teachers understand the connection between oral language and reading comprehension in developing critical readers. Therefore, teachers foster substantive conversations about books and texts as a regular part of classroom life. In these conversations, the process of exploring ideas in a text is understood as a shared responsibility, one that literacy teachers and students undertake in a spirit of collaboration and mutual trust. For example, a teacher might encourage students to discuss a text with a peer and then complete the process again with another peer to compare and contrast multiple perspectives. (See [Standard VIII—Listening and Speaking](#).)

Accomplished teachers understand the reciprocal relationship that exists between reading and writing. They understand that the act of reading texts supports students' growing writing abilities and that writing supports reading comprehension and furthers the development of reading skills. They teach students to “read like writers”—in other words, to analyze the way that texts are constructed in order to inform their own writing processes. (See [Standard VII—Writing](#).)

Accomplished teachers recognize that in an information-rich society, developing viewing skills and visual literacy are essential to reading instruction. Realizing that the meaning of the term *text* has expanded to include both print and non-print versions, they purposefully select a variety of texts in order to help students develop

the critical reading skills of analyzing and critiquing non-print texts. Literacy teachers often extend and enhance reading instruction by employing visual texts such as photographs, artwork, Web sites, graphics images, and video clips.

Accomplished teachers help students understand that similar skills are needed in order to read both print and non-print texts. For example, the teacher might teach a lesson on how to draw conclusions from a photograph as a way to scaffold student learning as they then draw conclusions from a printed text.

Accomplished teachers help their students comprehend, interpret, and critique a variety of meaningful texts across the entire early and middle childhood curriculum, including social studies, science, health, mathematics, the arts, and other subject areas, as well as through regular encounters with a variety of high-quality literature. Literacy teachers understand that students must apply discipline-specific skills and strategies in order to read content-area texts, and they explicitly teach the text features, structures, and unique reading processes in the disciplines, including teaching students to read a variety of both print and multimedia texts. Accomplished teachers help students make connections across texts and critique the authenticity and validity of the texts they read in the content areas. (See [Standard X—Literacy Across the Curriculum](#).)

Accomplished early and middle childhood teachers know that the language arts are a complex, interwoven collection of tools through which students make meaning and communicate in their world, both personally and globally. Accomplished early and middle childhood literacy teachers deliberately and carefully balance reading experiences within the language arts and other content areas to help promote access for all students so that they grow into confident and successful global citizens.

Standard VII

Writing

Accomplished early and middle childhood literacy: reading–language arts teachers use their knowledge of writing processes, language acquisition, writing development, and ongoing assessment to provide authentic and relevant instruction that prepares students to write for a variety of purposes and audiences.

Accomplished early and middle childhood literacy teachers know that writing is the process of exploring, organizing, and transcribing one’s thoughts in a variety of print and non-print forms. They understand the power that writing has to allow the writer to clarify thinking, communicate ideas, create new worlds, relate to others, and make discoveries. They know that writing draws on a complex web of social, physical, and cognitive skills that take time and effort to acquire. They teach students to use writing to inform, persuade, beguile, impress, or otherwise influence an audience. Literacy teachers understand that writing is an intellectual adventure requiring discipline and daily practice. They recognize that writing is a complex, recursive thinking process that varies widely from individual to individual, and they create an environment that nurtures each student’s discovery of approaches to writing. Accomplished teachers are experienced and skilled writers themselves, and they model writing throughout the instructional day. Teachers help students develop metacognitive awareness of the interdependence of writing and the other language arts along with connections between writing and other content areas.

Knowledge

Accomplished teachers are knowledgeable about the current literature on the subject of teaching writing, including theories of writing and pedagogies that support the learning of writing. Accomplished teachers can participate with professional ease in conversations that surround the teaching of writing, and they can select and synthesize sound instructional practices. Accomplished teachers understand all stages of the writing process, including prewriting, drafting, revising, editing, and publishing, and they know that the writing process is recursive, not linear.

Accomplished teachers understand that writing is in many respects a social process—a way of finding one’s voice in the world—and that the desire to make one’s ideas known to others often serves as a powerful motivator for writers. Literacy teachers understand that the goal of writing is not simply to communicate with others. They also know that writing can be used to express emotion; reflect on learning; record discoveries; and summarize, analyze, and synthesize concepts

across the curriculum. Finally, teachers know that whatever its purpose, writing can have a profound influence on learners.

Accomplished teachers understand the links between writing and the other language arts; in particular they understand the foundational and complex relationship between oral language and writing. They understand that what students articulate is the basis for what they are able to write. Literacy teachers know that learning to write involves knowing how writing and speech relate; how form and style vary depending on different situations and purposes; and how a reader will react to what was written. These teachers are aware of the range of oral language acquisition levels of their students and how these levels influence students' writing. Literacy teachers pay special attention to the oral language acquisition levels of culturally and linguistically diverse learners and students with exceptional needs. Accomplished teachers know that without explicit instruction in and accommodations for their oral language development, English language learners and students with exceptional needs may have difficulty mastering the written language.

Accomplished teachers are well informed about the connections between writing and reading. They understand that the ability to write has a positive and reciprocal effect on students' reading skills and that readers who understand how texts are composed can apply this knowledge to their own writing. Literacy teachers understand that to write certain genres and formats, students need first to have experiences reading those kinds of texts. Additionally, teachers know that it is critical for students to understand the relationship between viewing and writing. For example, teachers know that careful observation of visual images can help students write with greater detail, and teachers also appreciate that inserting illustrations in written texts can help writers better communicate their meaning. (See [Standard IX: Viewing and Visual Literacy](#).)

Accomplished teachers are familiar with the stages and indicators of learners' writing development. Teachers understand that the concept of emergent writing applies to English language learners as well as to young children, and accomplished teachers can distinguish between the ways these two populations learn to write. Literacy teachers know that early attempts at spelling reflect children's efforts to communicate using print, and teachers realize that the way a child spells can provide insight into the child's literacy and linguistic growth. Accomplished teachers understand that many aspects of writing fascinate children. They know that young children are impressed when they first realize that written symbols convey spoken words.

Accomplished teachers recognize that students of all ages can develop voice, agency, and new ways of viewing the world and their place in it through written expression. Literacy teachers understand that these aspects of writing become especially important as older students become more adept at the writing process and engage in independent writing such as personal journals, poetry, and creative prose. Online venues such as social media and writing sites which provide communities of practice regarding popular culture encourage writing outside of school. Accomplished

teachers recognize the importance of encouraging older students in these personal writing venues while maintaining a supportive, collaborative writing community in school where all learners are encouraged to write for personal pleasure and interests as well as for more formal academic and professional purposes.

Learning Environment

Accomplished teachers know that students learn to write through meaningful writing engagements; therefore, they create environments conducive to writing instruction and practice. They dedicate daily blocks of time for teaching the process of writing and flexibly use writing as a tool for learning throughout the day. They establish a print-rich environment with spaces for students to gather for guided instruction, write for extended periods, confer with the teacher and peers, and share their writing. They create a safe and comfortable setting where students can explore, extend, and expand their writing repertoire, and they create predictable routines for activities before, during, and after writing.

Accomplished teachers provide students with a variety of engaging and inviting writing tools and materials, and they establish routines and procedures for how materials and resources are accessed and managed. They scaffold writing tasks by providing exemplars of various writing genres such as children’s literature and student writing samples. They offer support within the classroom environment through such instructional materials as anchor charts, word lists, or inspiring visual images. Literacy teachers provide access to technologies to facilitate all aspects of the writing process and allow students to create and publish innovative, authentic written products. They allow students to self-select these tools. Space is allowed within the classroom for students to organize and store their drafts and revisions. Teachers provide ways to manage less formal writing, as well, such as content-area journals. They also allocate space for students to store final writing products, or they may allow students to maintain an electronic portfolio. Accomplished teachers showcase writing in the classroom, school, and wider community.

Instruction

Accomplished teachers lead students to develop useful, practical, and developmentally appropriate approaches to writing. Literacy teachers take into consideration each learner’s age, grade, developmental level, prior knowledge, and access to technology as they instruct students in the process and craft of writing. Teachers integrate the skills of writing with those of the other language arts—reading, listening, speaking, and viewing. Additionally, accomplished teachers integrate writing across the curriculum and understand the correlation between writing and the learning environment. They guide student writing across many genres and purposes.

Accomplished teachers teach students the process of writing. They show students a variety of strategies for planning and generating ideas. They help students draft writing and demonstrate how students can use their knowledge of the qualities of good writing to guide revision. Literacy teachers teach students to use knowledge

of grammar and mechanics to edit their writing, and they create meaningful opportunities for students to share writing with multiple audiences. When giving feedback to students, accomplished teachers focus on responding to the ideas and organization of students' writing, while helping them maintain the use of conventions.

Accomplished teachers clearly demonstrate that writing proficiency occurs along a continuum rather than consisting of a set of discrete skills. They use oral language as a foundation in developing the skill of writing. Literacy teachers integrate talk throughout writing instruction, including allowing students to converse about ideas before writing, to discuss writing during the revision stage, and to share and provide feedback on one another's final drafts.

Accomplished teachers guide students to be fluid and flexible writers across many genres and forms, and they help students use writing to communicate effectively with others, both in and outside of school. Teachers help students to discover the wide array of purposes for writing, from reflecting and storytelling to informing and persuading. Accomplished teachers teach students various forms of functional writing, including writing for standardized tests, extended responses in content areas, and writing letters. They use quality children's literature or other mentor texts to model how writers can achieve each purpose effectively. Literacy teachers use many instructional strategies for helping students with writing, such as interactive writing, paired writing, and teacher modeling. At times, teachers deliberately think aloud while writing to demonstrate the metacognitive process of writing. They identify skills to be developed and link them to types of writing that can target these skills, while always focusing on students' engagement.

Accomplished teachers regularly provide explicit lessons on the craft of writing. For example, they might help students become aware of the power of using words with specific connotations to develop a character or convey mood in a piece of fiction, or they might show students how breaking a line in poetry can support meaning. Teachers might show students how to vary the lengths of sentences in order to create different moods, or they might show students how to create inviting leads. Accomplished literacy teachers explain the importance of figurative language and sensory imagery to convey meaning, heighten emotion, and engage the reader, and they encourage students to use language in interesting ways.

Accomplished teachers help students find audiences for what they have written. Teachers are aware of the need to foster a collaborative and supportive writing community where students feel safe sharing their work with multiple audiences. For example, they may have students take turns reading their favorite compositions to the class and answering questions about them. Literacy teachers may create opportunities for students to publish a class newsletter or class book, in hard copy or online. Teachers may also help students develop face-to-face and online audiences outside the classroom and school community.

Accomplished teachers are familiar with a variety of tools used to assess the writing process and written products, including both the content of texts and the

mechanics. Teachers know and use appropriate, varied, meaningful, differentiated, and authentic formative and summative assessments. Teachers can analyze assessment results and use the data to inform further instruction. Moreover, literacy teachers may use feedback strategies, such as writing conferences, written comments, and developmental descriptors, to help students hone their writing skills. Teachers also help students analyze and meet the expectations contained in published rubrics, including those that will be used to evaluate their writing on standardized tests. (See [Standard V—Assessment](#).)

Accomplished teachers use the results of assessments to differentiate writing instruction for all students. Teachers use guided writing groups that are dynamic and fluid and based on student needs. Teachers know that when planning lessons, it is important to vary options related to the process and the products to meet the varied interests within the class. A literacy teacher might display visual images and artifacts to make a writing assignment more comprehensible or allow the final product to be a podcast, rap, song, video, or an electronic book. Accomplished teachers increase their students' writing skills by helping them set challenging yet attainable goals and by providing assistance in achieving those goals.

Accomplished teachers recognize that the students in their classroom may speak a variety of foreign languages or English dialects at home and bring varying levels of facility with oral and written English language skills to school. Literacy teachers adapt their instruction accordingly by providing consistent scaffolds such as brainstorming; writing students' ideas on chart paper; and providing students with thesauruses, bilingual dictionaries, child-friendly English dictionaries, and word walls. Accomplished teachers know that these or similar accommodations can be applied to all students.

Accomplished teachers provide timely and constructive responses that help students develop as writers. In reading a student-authored text, the teacher is careful to respect each student's individual voice and respond to what the student has to say, honoring the student's ownership of the text and viewpoint. Teachers interact with students to engage them actively with what they have written and to help them make informed decisions about revising and editing.

Accomplished teachers understand that students who are able to assess their own work will become more independent writers, both in and out of school; therefore, they guide their students in the techniques of self-assessment. Teachers acknowledge that student self-assessment relies on reflection throughout the writing process. Accomplished literacy teachers model reflection and self-assessment strategies that help writers solve problems when they are writing. Teachers may ask students to create a rubric to use when critiquing their own texts. Accomplished teachers have students collect their writings over time in physical or digital portfolios and then guide students to review their portfolios periodically to reflect upon their progress and set future learning goals.

Accomplished teachers guide students to assess one another's work. Teachers show students that peer assessment should be a collaborative, formative process in

which writers provide each other with constructive feedback so that they feel safe and nurtured. In the classrooms of accomplished teachers, the peer assessment process is collegial and collaborative, and the teacher ultimately remains responsible for providing summative assessments and scoring the writing.

Accomplished teachers deliberately use available technology in developmentally and instructionally appropriate ways to help students develop skill as writers and achieve curriculum goals when creating written projects. Teachers use technology to guide students to think about and practice writing as a recursive and interactive process. Accomplished literacy teachers understand the ways that technology is changing the way students conceptualize language and writing. They possess a repertoire of ways to engage students with a wide variety of media to promote writing in the classroom. These can include creating a digital book, responding to a blog, and responding to literature through social media. Teachers understand that emerging technologies can open up new publication possibilities in the classroom; teachers guide students to use a range of writing projects that may incorporate graphics and may be presented as brochures, multimedia presentations, Web pages, blogs, podcasts, digital stories, or in other formats.

Accomplished teachers introduce students to the physical aspects of writing both on paper and online. They engage their students in appropriate instruction in handwriting skills, including manuscript and cursive letter formation, and they provide support for students to practice writing legibly. Teachers also ensure that students become proficient in the use of computer hardware and software related to writing, acquiring keyboarding, navigational, and editing skills. Accomplished teachers provide opportunities for students to apply these physical aspects of writing by composing and revising a variety of authentic texts.

Accomplished teachers instruct students in the conventions of language. Teachers understand that students become more motivated to master conventions when they see how they can affect the clarity of a writer's message. Therefore, teachers use mentor texts and other examples of writing, including students' own texts when appropriate, to illustrate how important it is to employ correct grammar, punctuation, and spelling to communicate effectively. Accomplished literacy teachers help students understand that because written language can be revised and edited, most readers hold it to a strict standard of conventional accuracy. Teachers model for students how to use standard English and how to combine sentences without distorting their meanings. Teachers help students write academically, following proper standards and formats for reports and essays as well as creating or filling out functional texts.

Accomplished teachers delight in the natural curiosity of children and in the original ways in which early and middle childhood students express themselves in writing. Teachers know that students develop best as writers when they are allowed to compose texts on subjects that are student-centered and relevant. Accordingly, literacy teachers regularly involve students in choosing their own topics and purposes for writing in addition to completing teacher-directed writing activities.

Connections

In their writing instruction, accomplished teachers make connections between writing and the other language arts, and they also teach students to use writing across the curriculum. Literacy teachers understand the reciprocal nature of reading and writing. They recognize that students must have multiple opportunities to read the genres and formats of texts they are expected to write; therefore, they use children’s literature and other texts as prompts and models. As they share these texts, they guide students in analyzing the authors’ craft and the conventions of the genres. Teachers engage students in author studies because they recognize that students learn a great deal from studying the craft of published writers. Teachers demonstrate the process of analyzing how authors have used word choice, imagery, and other elements of writing to convey their message. They may engage students in analyzing the conventions of various writing formats, such as examining the ways that authors of graphic novels use panels and gutters to convey a story or looking at how authors of patterned books use repetition. In addition to having students read other texts as models, literacy teachers engage students in reading throughout writing instruction. They engage students in rereading drafts of their own and their peers’ writing and teach students that an important aspect of revising writing is the careful and thoughtful rereading of their own work.

Accomplished teachers integrate viewing and visual literacy with writing instruction. They may use visual images such as paintings or photographs to inspire writing. They also teach students the ways that visual images such as illustrations, graphs, and charts can help authors communicate their message. They show students how the visual aspects of the writing such as the size or shape of the font, the placement of elements on the page, or the spacing of words can affect the ideas the writing conveys. Literacy teachers help students understand and analyze the particular conventions of style and format that are employed in various media texts prior to composing them. For example, they may have students examine the ways that presentations can be enhanced by the way the author arranges words and images in their visuals, or they may ask students to examine the ways that colors and images on Web pages affect their impact.

Accomplished teachers provide students with meaningful opportunities to write across the curriculum. They understand that writing about learning depends on understanding. They may ask students to engage in short, informal writing prior to learning to activate prior knowledge or to write as a quick assessment of students’ understanding. Literacy teachers provide students frequent opportunities to write throughout content-area learning. For example, they may provide students opportunities to write summaries after reading primary sources in social studies, to keep journals in mathematics, or to record observations in learning logs in science. Teachers also engage students in the writing process as a part of content-area instruction and provide students with opportunities to compose formal written works. They create opportunities for students to conduct research, take notes, synthesize ideas, and use writing to communicate ideas in organized and effective ways. They teach students the conventions of particular genres and formats of writing found in the disciplines, from teaching how to write timelines and lab reports to helping

students understand how historians use evidence to support an argument in an essay.

Accomplished early and middle childhood literacy teachers recognize the power of writing. They are able to use their students' worlds and words as springboards for meaningful writing activities. They create writing opportunities that demonstrate for students how writing can be an expressive, proactive tool for communicating with others and for engaging with the world around them.

Standard VIII

Listening and Speaking

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach oral language development, listening, and both verbal and nonverbal communication skills as essential components of literacy, and they provide opportunities for all students to listen and speak for a variety of purposes and audiences.

Accomplished early and middle childhood literacy teachers know that listening and speaking are more than the aural and oral aspects of communication. Literacy teachers understand that these two processes are closely interrelated and that they are foundational to language acquisition and to all aspects of literacy development. Teachers purposefully plan opportunities for learners to engage in communication through both formal and informal conversations. Teachers assess learning and speaking skills and the strategies for learning these skills. They assess listening and speaking separately, in connection with each other, and in combination with the other language arts. Accomplished teachers realize that listening and speaking are an essential part of a rich, robust language arts curriculum and should extend throughout the content curricula.

Knowledge

Accomplished teachers are aware that oral language is the foundation for all literacy skills. They know and understand 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 students learning English as a new language. Teachers understand that speaking and listening are the primary means by which many children make sense of the world and communicate with others and that development of oral language supports further development in reading, writing, listening, and viewing. They recognize that the activities of speaking and listening help students develop auditory discrimination, construct meaning, and develop social relationships.

Accomplished teachers realize that listening is more than the physical act of hearing. Literacy teachers understand that listening is a process that involves receiving, attending to, understanding, analyzing, evaluating, and reacting to sounds and messages. Accomplished teachers are knowledgeable about the various types of listening, such as informational, critical, and social.

Accomplished teachers recognize that students need to communicate effectively through speaking. Teachers know that effective speaking involves such factors as fluency; clarity; appropriate volume and speed; and awareness of audience, purpose, and context.

Accomplished teachers know the types of spoken language that are appropriate in various situations, and they are aware of the conventions of formal and informal language. Teachers know that children initially overgeneralize the rules of English grammar and need explicit instruction in words that are exceptions to those rules, such as irregular past tense verb forms, irregular plural nouns, and irregular comparative adjectives and adverbs such as “better” and “well.”

Accomplished teachers know that children acquire and use oral language as a way to navigate their world in order to make their needs known, to ask questions, and to interpret and control their environment. Teachers understand that oral language acquisition is a natural developmental process, and they are deeply familiar with the stages of typical oral language development. However, teachers also comprehend that individuals acquire oral language skills at different paces and with varying degrees of ease or difficulty. Teachers know that in order to expand students’ facility with and appreciation of oral language, teachers must provide students with explicit instruction and rich language experiences geared to their individual needs. Teachers also have knowledge of the nonverbal cues, such as body language and facial expressions, that children need to interpret and use to be effective speakers and listeners. Accomplished teachers are aware of some of the common problems associated with oral language development, and they access interventions for addressing them.

Accomplished teachers understand that different cultures apply different conventions to verbal and nonverbal communication. For example, students may come to school with different perceptions of the social rules governing appropriate use of tone and volume in conversation. Accomplished teachers actively seek to understand each student’s background of verbal and nonverbal communication and to help students communicate well with their peers and with adults.

Learning Environment

Accomplished teachers create a mutually supportive classroom environment in which all students feel safe to take part in classroom discussions and other exchanges of oral language, and teachers frequently plan for small-group conversations to ensure that all students have opportunities to express themselves. These teachers model and explicitly teach group communication skills such as how to “disagree agreeably,” how to respond to one another’s comments, and how to take turns. Teachers recognize and make accommodations for students to use speaking and listening to enhance their learning.

Accomplished teachers design their classrooms in ways that foster active participation for all learners. Seating may be arranged for small-group work, and open areas may be available for larger group activities. Accomplished teachers

ensure that students can see each other during morning or community meetings and are facing the learning activity for demonstrations, speakers, or presentations. Teachers are sensitive to the effects that background noises and other sounds may have on students' listening and speaking, and they work to provide an optimum learning environment.

Instruction

Accomplished teachers are themselves articulate speakers and sensitive listeners who demonstrate excellent oral language skills in their day-to-day leadership in the classroom and throughout the school community. They help students understand the importance of listening and speaking. Literacy teachers purposefully model how to use language in a variety of settings related to learning activities and social interactions. They demonstrate how to make connections between previous and new oral language experiences, and they encourage students to do the same. For example, after participating with the teacher in a teacher-led conference, students may take the initiative in student-led conferences that include parents and teachers.

Accomplished teachers are deliberate and purposeful in their teaching of listening skills throughout the early and middle childhood levels. They teach students skills such as following single- and multi-step directions, drawing conclusions about what they have heard, showing respect for a speaker, and knowing when they need to respond to a question. Teachers emphasize comprehension and meaning-making as an essential part of active listening. They provide opportunities for students to develop higher-level thinking skills as they listen for specific purposes. Accomplished literacy teachers are able to teach students to discriminate between listening as a conversational courtesy and listening as a vital comprehension skill.

Accomplished teachers deliberately structure developmentally appropriate learning activities to promote students' playful discovery of language, their sense of oral language conventions, and their ability to interpret the world through oral language. Students may be invited to apply oral communication skills in multiple ways that are appropriate for the classroom setting. For example, students can role play, reenact stories, and take part in poetry readings and Readers' Theater, all of which make listening and speaking engaging, purposeful, and enjoyable.

Accomplished teachers intervene to increase students' oral language proficiency. For example, if a student says, "I *goed* to Grandma's," the teacher might respond, "Oh, you *went* to Grandma's," thereby modeling standard English without criticizing the student's error. Such instruction helps students become more capable, confident users of conventional language. Although they intervene to increase students' language proficiency, accomplished literacy teachers are always mindful to respect students' home languages and stages in speaking and listening development.

Accomplished teachers instruct students in the techniques of formal and informal speaking, such as identifying their audience and purpose, using eye contact, and talking at an appropriate volume and speed. Teachers assist students in

understanding how phrasing and tone impact speech, and they model and provide explicit instruction on how students can control these aspects of speech in order to become more effective communicators. Teachers provide opportunities for students to develop and practice both formal and informal presentation skills, increasing the public and performance aspects as students gain knowledge and proficiency. For example, prior to a school-wide poetry reading for older students, teachers would practice with students to help them gain confidence, proficiency, and fluency.

Accomplished teachers offer many opportunities for students to speak with and listen to one another and their teachers in the whole class, small groups, and pairs. Teachers carefully scaffold their teaching of listening and speaking in order to differentiate instruction and meet the needs of all students, including but not limited to students with language and speech impairments, English language learners, and students with other communication challenges. Accomplished literacy teachers accommodate for differences in the ways students learn. They understand that some students naturally and easily process information through listening and speaking, whereas other students need to be taught listening and speaking processing skills. Teachers use assessment data and student records from school and home when developing instructional plans to support students' speaking and listening development.

Accomplished teachers take advantage of variations in dialect, language background, and personal experiences within their learning communities as resources for teaching students about linguistic and cultural diversity. They are also adept at meeting the dual goals of respecting language diversity and helping students acquire the necessary skills for speaking standard English. Literacy teachers help students understand and respect cultural differences in nonverbal communication systems as well. They model for students how body language and gestures are powerful communicative skills that add to the spoken message. For example, when giving practical directions such as dismissing students for lunch, accomplished teachers supplement oral instructions with relevant gestures and visual cues. (See [Standard II—Equity, Fairness, and Diversity](#) and [Standard III—Learning Environment](#).)

Accomplished teachers understand the evolving role that technology plays in assisting students in learning how to listen and speak, and they employ such technology when it is possible and appropriate to do so. Teachers are aware of language programs that allow students to practice listening and speaking with engaging, interactive computer software. Literacy teachers realize that computer-mediated programs are used to enhance the modeling, interacting, and instruction that happen in the classroom and are parts of a language-rich, socially mediated classroom learning community.

Accomplished teachers employ a variety of formal and informal evaluation processes and tools that capture the essence of students' developing skills in the areas of speaking and listening. They construct their classroom environments, routines, and schedules in ways that allow them to seamlessly conduct ongoing assessments of individuals and groups. Teachers use a variety of tools to assess

students' oral language uses, such as anecdotal records, language samples, rubrics, developmental growth indicators, retelling, and digital recordings of students' speech. Teachers design assignments such as book talks and project presentations that include embedded opportunities to assess speaking and listening skills. They understand the progression of oral language from playground conversations to more sophisticated academic language usage. Literacy teachers collaborate with students to create rubrics related to listening and speaking skills. For example, they might develop rubrics for oral presentations. Teachers use oral language in formal interviews and informal conversations with students to assess student learning, progress, and attitudes in order to guide instructional decisions. (See [Standard V—Assessment](#).)

Accomplished teachers use a combination of assessment formats when evaluating student speaking and listening skills as well as when using speaking and listening to assess other content areas. They create opportunities for student-to-student and student-to-teacher talks and are skilled in assessing student speech patterns, word usage, and use of sentence structure. Literacy teachers use oral assessments, knowing that some students can express their understandings better through the spoken word than the written word. When students demonstrate difficulty with oral or aural skills, teachers confer with experts to find the most appropriate and effective interventions.

Accomplished teachers provide students with opportunities to assess their own progress in listening and speaking as well as the progress of their peers. Teachers deliberately teach students the assessment criteria ahead of time. Student self-assessment in listening and speaking may extend to work in other classrooms and to speaking and listening activities within their families and the greater community.

Connections

Accomplished teachers support students' listening and speaking beyond the classroom. In addition to collaborating with other teachers to provide support and opportunities for students to expand their knowledge, teachers find community connections that will celebrate and support listening and speaking. For example, poetry readings, presentations, and debate clubs are traditional opportunities for listening and speaking outside the classroom.

Accomplished teachers recognize the connections that emerging technologies bring to the classroom. For example, having students listen to professional audio podcasts and then create their own audio podcasts will capitalize on the reciprocal connection between listening and speaking. Literacy teachers may also draw on students' listening and speaking when designing digital stories that will be shared with an audience beyond the classroom. Accomplished teachers are aware of the impact that new technologies have on students' abilities to use listening and speaking in the real world.

Accomplished teachers ensure that listening and speaking opportunities enhance the learning in other content areas. Examples might include listening to historic

speeches in social studies to determine how the speaker's inflection and tone enhance the communication of main ideas and supporting details, listening to multi-step directions in physical education when learning games, listening to voices and instruments in interpreting music, and listening attentively for correct pronunciation of words in a foreign language. Accomplished early and middle childhood literacy teachers realize that listening and speaking skills are critical foundations of a rich language arts curriculum.

Standard IX

Viewing and Visual Literacy

Accomplished early and middle childhood literacy: reading–language arts teachers know, value, and teach viewing and visual literacy as essential components of literacy instruction in order to prepare students to interpret and interact with an increasingly visual world.

Accomplished early and middle childhood literacy teachers know that students are inundated with information in both print and non-print forms and that viewing skills and visual literacy are critical in today's media-saturated society. Teachers realize that reading non-print texts requires explicit instruction in viewing skills and strategies, and they consider viewing to be just as essential to literacy development as the skills of reading, writing, listening, and speaking. They realize that today's students live in a digital world and that viewing is no longer a passive undertaking. Viewing has evolved because of a proliferation of visual media and emerging technologies. It has become an interactive, reciprocal process known as visual literacy, which involves being able to decode, interpret, understand, and encode meaning through visual language. Accomplished teachers are aware of this evolving literacy. They provide an environment that is conducive to learning about and through an array of visual media because they believe it is crucial for students to interpret the world beyond traditional print texts. Literacy teachers use visual media in both instruction and assessment to provide authentic ways for students to make meaning and demonstrate understanding as well as to deepen content-area knowledge in all domains.

Knowledge

Accomplished teachers understand that students need a significant skill-set to develop viewing and visual literacy. This repertoire includes the ability to analyze visual images; interpret graphic representations; interpret and evaluate non-print, visual media messages; and employ visual media as a way to make meaning and communicate. Visual literacy also incorporates the ability to analyze the purposes of visual texts, including for propaganda, commercial, aesthetic, and intellectual uses. Teachers understand that today's students must learn to be both critical consumers and skilled producers of many visual media. Therefore, accomplished literacy teachers facilitate students' interactions with the visual environment as an important part of the learning process.

Accomplished teachers know that the concept of what constitutes a text has expanded beyond printed texts. Printed texts are those that involve encoding

and decoding alphabetic and other standard printed symbols in order to make meaning. Non-print visual texts include but are not limited to videos, illustrations, graphs, collages, body language, sign language, wordless books, picture symbols, photographs, television programs, billboards, plays, films, and works of art such as sculptures, paintings, or stage sets.

Accomplished teachers understand that in order to read the full range of visual information, students must learn how to interpret a wide range of visual cues. These include such elements as text features; details and patterns in photographs, videos, and interactive games; or the body language and facial expressions that accompany speech and modify its meaning. Teachers know that visual information often adds layers of significance beyond that conveyed in the written word. For example, an accomplished teacher knows to direct students to information contained in a bar graph accompanying an informational text and how to extend the discussion by identifying other ways the author might have conveyed the information.

Accomplished teachers realize that visual media transform and mold society; therefore, they recognize how important it is for their students to become informed consumers and producers of visual media such as Web sites, blogs, email, video clips, software, video games, and other current and emerging technologies. They understand that if students are to compete within a global society, they must not only be critical consumers of visual media but also be creative producers who are capable of having a positive impact on the economy. Literacy teachers embrace new technology and find innovative uses of traditional technologies.

Since this field is continuously evolving, accomplished teachers are flexible and open to new ways of understanding visual literacy. Teachers are themselves skilled viewers, able to analyze and interpret a wide variety of visual texts. They seek to become knowledgeable about the types of viewing experiences their students have—what television shows students see, what movies they go to, what Web sites they visit. Teachers know how to help students become reflective and analytic viewers both at school and at home. They seek out professional development in this area. They might take a course on critical reading to develop a deeper understanding of how visual media are read, or they might attend a workshop on how to integrate the use of video clips into their literacy instruction. They might help colleagues develop visual literacy by engaging in critical conversations about the images found within the school environment as well as in the community. For example, an accomplished teacher might recognize cultural bias in a poster encouraging parental involvement and address it with school administrators.

Environment

Accomplished teachers create visually rich environments and varied learning experiences in physical learning spaces, which make certain that all students learn how to interpret, analyze, comprehend, and create many forms of visual texts. Visual and physical environmental cues serve as important supports for student learning, particularly for the academic and social development of emergent readers

and students for whom English is a new language, students with hearing loss, and students from culturally and dialectally diverse backgrounds.

Accomplished teachers purposefully plan for students to interact with visual texts. They construct an environment open to the inquiring nature of early and middle childhood students and help all students interact with their visual environment as an important part of the learning process. Literacy teachers plan extended amounts of time for students to have purposeful conversations with one another in order to build students' critical viewing skills while extending and expanding important socialization skills. Teachers also deliberately teach students how to visually navigate an array of texts through a variety of settings. For example, teachers help students understand the different navigation skills needed between both fiction and non-fiction books and print and non-print resources.

Accomplished teachers know the importance of providing a rich physical environment that promotes visual literacy through a deliberate saturation of environmental print such as word walls, content and motivational posters, word banks, and shared poetry. For example, teachers may place labels containing both visual images and words in various parts of the classroom to reinforce academic vocabulary for students who have a limited command of the written word. Literacy teachers also ensure that the physical environment is inviting to whole group, small group, and individual visual literacy skill development by allowing students access to materials for additional literacy enhancement. Teachers provide their students with opportunities to view, analyze, and discuss interpretations of visual media such as photographs, logos, movies, billboards, advertisements, documentaries, TV shows, plays, Internet designs, works of art, magazines and newspapers.

Accomplished teachers are sensitive to gaps in student access to various visual media and technologies. They are aware that some students have interacted with visual media and technology from an early age while for others the classroom may be the only place they interact with these media. Because accomplished teachers consider viewing as an essential element in the process of developing students' literacy, they seek to provide equitable access for all students through purposeful and planned engagements. Literacy teachers believe that incorporating visual media seamlessly and in developmentally appropriate ways will advance learning for all students.

Instruction

Accomplished teachers understand that developing students' abilities to interpret and manipulate visual elements requires purposeful and planned instruction. They teach their students how to be discriminating viewers who can synthesize the message and identify the purpose of a given medium and also recognize bias and propaganda embedded in visual media. For example, accomplished literacy teachers might have groups of students critically analyze images on a Web site to identify examples of bias and discuss the social ramifications. Teachers critically discuss with students visual media ethics, the ways in which visual media reflect and shape the

values of a society, and the appropriate uses of different visual media. Accomplished teachers are able to reflect upon a given medium's potential impact on society at large and facilitate their students' understandings of these issues.

Accomplished teachers have clear learning goals when they teach viewing and visual literacy to early and middle childhood students. They recognize that it is important to purposefully and explicitly teach students to read and create multiple forms of visual media so that they can make meaning and sense of the world. They help learners use illustrations to further understand written materials. They support and extend learning generated from printed texts by helping students understand how to interpret and create illustrations, graphs, tables, charts, maps, and other non-print graphic features often found in concert with printed text. Literacy teachers offer early and middle childhood students frequent opportunities to develop higher-level thinking skills as they guide students in the use of visuals. For example, with older students, teachers may discuss the concept of framing, helping students to analyze what elements of an event or scene a photographer has chosen to include and exclude. Then they might ask students to frame an image themselves.

Accomplished teachers help students develop a repertoire of skills for interpreting and creating visual texts. Much in the way that teachers introduce and reintroduce literacy elements throughout elementary and intermediate grades with increased sophistication and complexity, accomplished literacy teachers recognize that students of all ages need them to model and scaffold how to comprehend and create visual texts. Teachers begin by providing knowledge of visual literacy and viewing. Teachers can help students navigate visual texts by helping them know what to look at first in an image that may be new or complex in its design. Teachers build comprehension by helping students identify and describe the similarities and differences among oral, written, and visual texts, and they model how students can use this understanding to interpret visual texts and make decisions about which visual media to use in communicating their ideas. For example, literacy teachers may ask students to compare a book and a film, discussing the point of view expressed in each, analyzing the different techniques used to create the point of view, and evaluating the effectiveness of each.

Accomplished teachers deliberately teach students the specific critical thinking skills necessary to analyze and evaluate visual media. By assisting students in the interpretation and production of visual language through the use of non-print texts, literacy teachers support students to become more knowledgeable and sophisticated consumers and producers of all forms of communication. For example, students of accomplished teachers will synthesize visual media such as graphs or photographs to enhance their expository writing. These students have learned to recognize the value visual images have in interpreting new and complex information. An accomplished literacy teacher might explicitly model how to read the illustrations in children's literature so that students develop an understanding of how the meaning of the written word can be altered or extended by such visual elements as characters' facial expressions or the use of color to create mood.

Accomplished teachers use various technological resources in helping early and middle childhood students to express themselves, and they explicitly model how to access and use various aspects of current and emerging visual media appropriately. For example, a kindergarten teacher might use the interactive white board to allow students to create a shared drawing after taking a virtual field trip to a zoo. Teachers might have students expand their ideas and connect with others within and beyond the school community through the use of technology. They might provide students with digital cameras in order to capture images from the students' home cultures and then have students develop autobiographical photo essays as a means of building a shared classroom community.

Accomplished teachers teach students to use visual media to explain, persuade, and evaluate. Additionally, teachers model for students how to use visual media to share perspectives, opinions, and understandings. The students of accomplished teachers learn that communicating to an audience, whether live or virtual, requires an understanding of how the message will be received. For example, the teacher might ask students to develop a critical review of a book by creating a book advertisement using digital technology. The advertisement might be posted on a school Web site where students in other grades, regions, or countries could comment on the post.

Accomplished teachers use visual media to engage students in metacognitive processes, or knowledge of their own thoughts. For example, students might use technological tools to create graphic organizers or thinking maps. A teacher might have students find examples of accomplished works of art that evoke feelings similar to those produced by a poem, or a teacher might ask students to respond to literature by graphically representing the theme of a story. Literacy teachers understand that it is through the use of metacognition that students conceptualize their learning experiences, understand the purpose of learning, and become motivated to seek new knowledge.

Accomplished teachers address with their students the ethical issues that arise for producers and consumers of visual media. A teacher might have students watch a video clip of an advertisement for a new toy and discuss how different audiences might be influenced by the advertisement. When engaging students in any form of communication, teachers make students cognizant of the potential consequences of communicating through emerging technologies and explain how to navigate these technologies safely, securely, and appropriately. For example, teachers explicitly teach students about Internet safety, cyber-bullying, sharing information with others on the Internet, and the consequences of transmitting messages and images via digital technologies. Literacy teachers are familiar with the persuasive and motivating nature of popular culture and help students become aware of its forces.

Accomplished teachers believe that assessment is a recursive process that affords teachers the opportunity to gain insight into students' needs. Literacy teachers engage in ongoing assessments of students' viewing skills, and they provide written and oral feedback to students aimed specifically at each student's level of development and degree of viewing skills and strategies. Teachers evaluate the extent to which their

students are discriminating consumers and producers of visual communication by using all the language arts. For instance, teachers listen carefully as students discuss visual texts in pairs, small groups, or as a whole class. They have students write about visual texts, for example by writing captions for photographs, describing in a journal why they watch certain television shows, or writing a review of a film they have seen or a Web site they have visited. They have students produce visual texts, from early drawings and scribbles to illustrated reports or multimedia presentations. Teachers assess and reflect on both the processes students follow and the products they create, and then teachers alter their instruction accordingly. Teachers share rubrics for assessments with students and have students help create appropriate rubrics for projects as well. An important part of the evaluation of students in the area of viewing is helping them become self-evaluators, aware of their own developing visual literacy.

Connections

Accomplished teachers know that skillful use of visual media in the classroom promotes learning that flows seamlessly from the literal to the deeply conceptual, thus increasing students' critical reading and thinking skills through all the language arts. Literacy teachers know that critical viewing skills must be explicitly taught but are best learned in concert with reading, writing, listening, and speaking. Teachers keep meaning-making at the heart of their instruction and help students see connections and disparities between the skills needed to read and write traditional texts and those needed to view and compose visual texts. For example, a teacher might explain the difference between reading a story and viewing an image on a billboard. Accomplished teachers help students understand the interrelation of sounds and visual elements in media such as films, speeches, musical performances, and Web pages. For example, prior to showing a film in class, a teacher might help students understand the language of film, including such elements as the filmmaker's use of camera angles, lights, sound, editing, and set design. In addition, a teacher might show a film clip without the accompanying music to help students consider the way music or sound effects add deeper meaning to visual images.

Alert to opportunities to integrate viewing and visual literacy with other language arts and other content areas, accomplished teachers might ask students to create a comic strip to retell an event during a period in history, create mosaics to depict a theme in a story, or create a short film to explore social issues. Teachers encourage students to decode and encode visual messages. An accomplished teacher might have students maintain a content-area journal in which students draw graphic images to conceptualize a mathematical problem or better understand a science concept such as the food chain. They recognize that visual literacy provides students with the ability to make meaning beyond the written word. Accomplished early and middle childhood literacy teachers realize that strengthening viewing skills and visual literacy affords students multiple ways of understanding the world and of demonstrating that understanding.

Standard X

Literacy Across the Curriculum

Accomplished early and middle childhood literacy: reading–language arts teachers understand the reciprocal and interrelated nature of the literacy processes of reading, writing, listening, speaking, and viewing and engage students in language arts processes in all disciplines.

Accomplished early and middle childhood literacy teachers are aware of the importance of integrating literacy instruction. They understand that integrated literacy instruction involves two interrelated concepts. The first is the well-established principle that although the five language arts—reading, writing, listening, speaking, and viewing—are distinct processes requiring specialized skills, they are also mutually reinforcing and cannot be taught in isolation. The second is that teachers integrate the language arts across other disciplines. They incorporate content area texts in their literacy instruction and work to strengthen their students’ literacy skills in content areas beyond literacy. Although accomplished teachers recognize the need for concentrated blocks of time focused on the teaching of reading–language arts, they also connect their literacy instruction with student learning in the other disciplines. Accomplished literacy teachers constantly engage students in enlarging their view of the world and expanding their literacy skills by having them read, write, speak, listen, and view across the curriculum.

Understanding the Reciprocal Nature of Language Processes

Accomplished teachers know that all areas of the language arts are mutually reinforcing and that growth in one area often transfers to the others. Therefore, in the classrooms of accomplished teachers, the reciprocal nature of the language arts is acknowledged in purposeful lessons that incorporate numerous combinations of the different skills.

Accomplished teachers read texts aloud to students as one way of integrating the language arts processes. For example, when teachers point to a text as they read it aloud, younger students learn to match the spoken word to the written word; gain an understanding of directional concepts; and use picture cues, auditory cues, and predictable patterns to gain meaning from text. When teachers read aloud to older students, the teachers model fluency, tone, emphasis, and phrasing, demonstrating the ways in which the speaker’s control of these elements can improve the listener’s comprehension. Teachers also use readalouds to inspire writing and speaking. Teachers might share simple, well-written texts as models to encourage student

writing and illustrating as well as a springboard for inviting students to respond orally. When students are listening to, reading, and discussing texts, accomplished teachers might analyze the ways in which authors use language in interesting and descriptive ways. For example, as they share poetry or nursery rhymes, literacy teachers help students listen for rhythm and rhyme and then support students as they experiment with these components in their own writing or speech.

Accomplished teachers integrate oral and written language development by engaging in frequent instructional conversations with students, individually or in small groups, to talk about texts. Teachers also integrate oral and written language and develop higher level thinking by having students write about what they have heard or discussed. Teachers may encourage students to employ technological tools as means of discussing texts. For example, the teacher might encourage students to use social networking to discuss their responses to books they have read, plays they have seen, or lyrics they have heard.

Accomplished teachers know that students may be more successful in some language arts than others and that tapping into a student's assets in one area may provide momentum for growth in another. For example, a struggling reader who possesses strong interpretive skills when viewing and discussing a film can be taught to apply these skills to reading a text. Similarly, students who are reluctant to participate in class discussions may gradually gain confidence by developing language competencies through their writing and then be more willing to share their thoughts orally.

When accomplished teachers plan assignments that integrate all the language arts, they often have the opportunity to engage their students in high-level critical thinking and creative connections. For example, creating a visual presentation may require students to conduct research using print and non-print texts; to write and organize notes; to create a formal presentation; to design layouts and captions for the information; and to orally or visually present the final result. When planning instruction that integrates the five language arts, literacy teachers differentiate based on the age levels, interests, and abilities of their diverse students, including general education students, students with exceptional needs, and English language learners, regardless of whether they are achieving at, below, or above grade level.

Teaching Literacy Across the Curriculum

Accomplished teachers know that content-area literacy instruction can be delivered in multifaceted ways, and they provide their students with regular opportunities to read, write, and view science, social studies, mathematics, and other technical texts during literacy instruction. Literacy teachers also use the language arts to foster content-area learning. Across the content areas, teachers provide students with strategies for reading textbooks and other texts. For example, they teach students to use text features such as boldface print and headers to navigate informational texts, both to obtain an overview of the contents and to locate specific information quickly. Teachers help students understand that content-area texts are not always

linear and teach them to navigate these texts in flexible ways. Teachers also help students learn to interpret and critique visual texts in the content areas. For example, they teach students to read graphs and charts and equations in mathematical texts. Accomplished literacy teachers integrate writing across the curriculum. They know that informal writing, including journals, learning logs, and summaries, can help reinforce content-area learning. They provide students with multiple, meaningful opportunities to compose descriptive, narrative, informational, expository, and persuasive texts across the curriculum and teach students the conventions of various writing genres found in the content areas. For example, a teacher might create an opportunity for students to draft, revise, and mail a letter to the editor about a science topic.

Accomplished teachers help students acquire content-area vocabulary in all the subject areas. They employ instructional strategies that best support vocabulary learning and purposefully plan for explicit instruction in this area. Whenever possible, they teach vocabulary through connected texts such as primary documents, content-area texts, or various print and non-print media. They provide frequent opportunities for students to hear, read, and discuss high-quality children’s literature in order to build conceptual understanding and deepen understanding of content-area vocabulary. They intentionally use new vocabulary during instruction and conversations to provide multiple exposures to words and to solidify understanding of terminology related to complex concepts, systems, or historical events and eras. They help students employ knowledge of morphemes in order to infer meaning of new words they encounter in content-area reading. Accomplished literacy teachers intentionally offer opportunities for students to encounter and use content-area vocabulary in their reading, writing, and speaking as well as to build conceptual knowledge by using visuals such as photographs or by exploring the many facets of a word by using a graphic organizer.

Accomplished teachers help students understand the various genres, purposes, audiences, and conventions of content-area texts. Teachers help students learn to distinguish among facts, opinions, and reasoned judgments and to evaluate the author’s position or point of view in social studies texts. Literacy teachers often coordinate thematic, interdisciplinary, inquiry-based, and project-based instruction that allows students to shape and express their ideas across the curriculum. For example, older students might be asked to read stories about the ocean in reading–language arts at the same time that they learn about marine life in science and study the ocean maps and island geography in social studies.

As they integrate literacy instruction with content-area instruction, accomplished teachers teach students to use the specialized literacy skills necessary for reading and writing across each content area. In the social studies, they teach students to read and examine the bias of both primary and secondary sources. They also teach students to write various documents, such as petitions or letters to the editor, necessary for civic life. Accomplished literacy teachers help students learn how to comprehend the dense vocabulary and the visual features, such as diagrams and charts, common in science texts. They also teach students to compose genres of writing common in science, such as observation logs and lab reports.

Accomplished teachers help students become critical readers in mathematics—readers who are able to interpret mathematical texts that may include specialized symbols. They teach students to write using numerical expressions, pictures, and words to solve mathematical problems. Teachers also integrate literacy in other content areas. For example, accomplished literacy teachers provide opportunities for students to engage in visual and performing arts and to respond to print and visual texts, such as drawing a picture after a read-aloud. They also teach students to use the language arts to respond to and analyze works of art, such as writing a response to a painting.

Accomplished teachers understand the role that language arts instruction has in the health and physical education curriculum. Literacy teachers are familiar with and use a variety of texts related to health and physical education to assist students in making personal, academic, and global connections to these subjects. These texts deliver messages of how individual health choices have short- and long-term influence, both positive and negative, on one's quality of life. Furthermore, teachers recognize the influence that athletics and athletes have in students' lives and provide opportunities for them to read and write about favorite sports and sports figures. Literacy teachers create research and publishing opportunities for students to express ways to promote good hygiene and a healthy lifestyle. For instance, young students might read about the latest food pyramid and record their dinners for a week in a log. Afterward, they might discuss the class findings and make connections to their reading by writing about ways they can improve their diets. Older students could analyze statistics from a graph on the current state of children's health, write their opinions of current trends, and discuss ways in which they could improve their well-being.

Accomplished early and middle childhood literacy teachers purposefully connect all the language arts and effectively integrate literacy across the content areas to help students increase their ability to construct meaning from texts, take ownership of new learning, and develop a dynamic literate life.

Standard XI

Teacher as Learner and Reflective Practitioner

Accomplished early and middle childhood literacy: reading–language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.

Accomplished early and middle childhood literacy teachers recognize that literacy is an evolving field, one in which teachers must employ their professional judgment to reflect on and discern what constitutes sound practice, even when facing challenges that do not lend themselves to simple solutions. They make daily reflection a priority because of its importance as a learning tool. Accomplished literacy teachers know that learning and reflection are recursive and that they have a positive impact on instructional practice, which ultimately improves student literacy.

Accomplished teachers are positive role models of lifelong learning for their students as well as for their professional communities. Accomplished literacy teachers are risk takers, willing to learn about and try new teaching strategies that may improve the effectiveness of their instruction. They make their processes of learning and reflecting visible to their students and their professional learning communities in order to encourage enthusiasm for inquiry. Their students view them as passionate partners in learning. Accomplished literacy teachers are avid readers and effective, confident writers who reflect on and share knowledge in local and global communities. They continue to grow as readers and writers to improve their instruction.

Accomplished teachers reflect on and learn from both their strengths and their weaknesses. They examine the ways in which their particular cultural backgrounds, values, biases, and experiences affect their beliefs, behaviors, and relationships. They reflect on how all these elements may influence what they teach, how they teach, and how they interact with students. Accomplished teachers have learned to be reflective before, during, and after they teach. They seek to broaden their perspectives in order to improve their effectiveness within a global and increasingly diverse environment.

Accomplished teachers stay abreast of significant research findings in their field and related areas. They are critical consumers of intellectual content. They are able to evaluate research according to criteria such as validity, reliability, potential biases, and relevance to their practice, and they reflect on the implications of research for their practice. They are able to apply the same criteria to evaluate data and use the information to inform instruction as appropriate. In addition, they reflect on—and

incorporate into their daily instruction—curriculum guides; local, state, and national standards; and professional publications.

Accomplished teachers seize opportunities to learn from their students and their colleagues—teachers, specialists, and administrators—and view others as rich sources of information, perspective, and insight. Accomplished literacy teachers learn and reflect on their teaching as they engage in communities of practice. They intentionally seek to learn from and reflect on culturally diverse resources in their local communities while also maintaining a global perspective. For example, teachers may partner with local colleges and universities on literacy projects as well as with international organizations involved in literacy instruction. Accomplished literacy teachers consistently learn from long- and short-term professional development opportunities beyond those mandated by the district or state, including but not limited to courses, conferences, classroom observations, webinars, book studies, and strategy-sharing sessions with colleagues.

Accomplished teachers view each moment, each day, and each year as another opportunity to reflect on teaching, learning, and assessment; therefore, they set both short- and long-term goals. These goals improve the quality of their instructional practice and enhance their profession. Accomplished literacy teachers take the time and make the effort to carefully preview and reflect on instructional materials before employing them with their students. Teachers' professional reflections are vigorous and significant. Literacy teachers are perceptive observers and deliberate communicators who intuitively consider the individual needs and the multiple perspectives of student populations.

For accomplished teachers, learning and reflecting are continuous. They engage in reflection both individually and in groups. They dialogue with other professionals to mutually reflect on their practices. They blend intuitive, spontaneous reflection with more rigorous, structured analysis. Accomplished literacy teachers search their own experiences, regularly pondering the events of the day. They understand that reflection can be more than a tool to be used after teaching has occurred; it can also occur in the moment. When possible, literacy teachers engage in formal and informal action research to inform their practice and the field of literacy. Through continual reflection and inquiry, teachers weave together their classroom experiences with their knowledge of established theory and current research in order to constantly reinvigorate their practice. Accomplished teachers see reflection as a professional resource, and they know that the results may sometimes be read and reviewed by themselves alone and at other times may be shared with other educators and stakeholders.

Accomplished teachers reflect on their assessment practices, questioning whether they are using the most appropriate tools and methods for their purposes and, when necessary, finding assessments that are better aligned with their needs. Accomplished literacy teachers reflect on the implications of assessment data and use them to inform their instructional practice. When they are part of a cross-curricular

team, accomplished teachers share their assessment findings to learn about and improve classroom practice.

As a result of ongoing learning and rigorous reflection, accomplished teachers have well developed positions on major issues in the field of literacy. Accomplished teachers know why they make deliberate instructional decisions, and they reflect on the results to inform further instruction. Teachers embrace the lifelong study of the art and science of teaching in order to ensure continued professional growth. Literacy teachers exemplify the highest ideals of scholarship and ethics. Literacy teachers take responsibility for their own educational advancement, employ professional standards to assess their practice, and reflect to ensure that they teach with effectiveness and dignity.

Accomplished teachers realize that they must adapt to societal changes. Teachers recognize that the demands of their craft will change over time; indeed, they may change with each class and each student. Accomplished literacy teachers reflect on how issues within and outside their immediate classrooms influence their students. They seek to learn more about the evolving processes of reading, writing, listening, speaking, and viewing, and they reflect on their approaches to the teaching of all literacy skills. They focus on the specific needs of individual learners and ask themselves how they can best meet those needs.

Accomplished teachers draw on many partners when learning and reflecting. They critically analyze the choices they make and justify the underlying principles of their teaching to gain insight into their knowledge and skills. They seek, construct, and apply new knowledge that is relevant to the classroom and profession and that advances student learning. Accomplished early and middle childhood literacy teachers understand that they must to engage in learning and reflection in order to continually guide and improve their practice.

Standard XII

Collaboration with Families and Communities

Accomplished early and middle childhood literacy: reading–language arts teachers develop positive and mutually supportive relationships with family and community members to achieve common goals for the literacy education of all students.

Accomplished early and middle childhood literacy teachers realize that families are the first and foremost educators of their children and that families can be teachers' strongest allies. Teachers draw on family members' observations of their children to inform their teaching. Teachers also capitalize on the fact that families have a powerful influence on their children's development and on their attitudes toward learning and school. Accomplished teachers recognize that the larger community can have a pervasive influence on students' educational experiences, and teachers collaborate with a range of stakeholders to enhance education and support families. Literacy teachers take initiative to form alliances with parents, families, and community members on behalf of the literacy development of all their students.

Forming Meaningful Partnerships with Families

Accomplished teachers know that effective communication can help them form meaningful partnerships with families and that teacher-family partnerships improve student learning. Teachers establish open, two-way communication with families early in the school year, seeking relevant information concerning each student's language history, background, culture, reading interests, learning goals, and home life. Teachers are aware of the increasingly complex and diverse nature of families, and they respect all types of families in their communications. Literacy teachers may collaborate with students' other teachers prior to reaching out to parents concerning important topics such as students' learning assignments, academic growth, literacy development, behaviors, and class accomplishments.

Accomplished teachers establish flexible communication with families. For example, they offer to meet outside the school day with parents whose work schedules conflict with the regular school schedule. If parents are unable to meet face-to-face, teachers make arrangements to converse in the most convenient way, such as via phone, letter, student planner, e-mail, texting, or through other digital devices. Teachers determine the most effective ways to communicate with all parents. Teachers have communications translated into the home language when this is both

appropriate and possible. Accomplished teachers keep parents abreast of what is happening in the classroom and its impact on student learning. For instance, teachers may develop a newsletter or may keep a Web page or a blog. Teachers ensure that parents and children know how to access such communications.

Accomplished teachers invite parents' comments, questions, and suggestions on their children's education, and they collaborate with parents to ensure mutual understanding of expectations. When teachers communicate important notices, they follow up to make certain that parents have received and understood the information. Teachers provide families with a comprehensive overview of students' literacy development, using work samples, portfolios, report cards, and test scores as evidence. Accomplished literacy teachers encourage questions and offer explanations when necessary.

Accomplished teachers enlist the support of parents and encourage their expertise to promote children's success. When needs arise, teachers work with parents to plan and implement interventions and enrichments. Accomplished literacy teachers take a positive perspective when they communicate with families, and they find occasions to inform parents when a student has made a breakthrough as well as when problems occur.

Assisting Families in Supporting Their Children's Learning Development

Accomplished teachers share their professional expertise with family members and discuss ways in which parents can support their children's literacy development. For example, teachers may hold informal workshops for parents (with interpreters when needed) in which they explain standards, assessments, and aspects of the curriculum such as the writing process. Accomplished teachers provide parents with strategies that they can use to help their children develop effective learning habits and study skills. Teachers suggest ways that parents can help their children set goals for improving their literacy performance. Literacy teachers encourage families to read with their children at home and provide specific strategies for doing so. For example, if a child is having difficulty comprehending grade-level material, the teacher might provide parents a list of texts written at the student's actual reading level and strategies for sharing these texts at home. Additionally, if a student is reading above grade level, the teacher might offer parents materials and strategies that will challenge and accelerate the student's literacy development.

Accomplished teachers recognize that the school climate powerfully affects parent participation. Teachers invite parents and other community members to support the school literacy program by observing or participating in classroom or school functions including, but not limited to, celebrations of student learning, book fairs, student performances, luncheons, and fundraising events. Teachers encourage parents to become active partners in their children's education by regularly volunteering. Literacy teachers might invite parents to support individual instruction, read to groups of students, or speak with the class about ways in which they use literacy in their work

and daily lives. As a result, teachers create a warm, welcoming environment where parents feel valued and connected to the learning community.

Accomplished teachers recognize that to foster a positive home-school relationship, they must take into account parents' own school histories and convictions about education. For example, adults who had mainly negative educational experiences may be reluctant to become involved with their children's school. Conversely, some concerned parents may insist that their children receive the same type of reading–language arts instruction which they remember receiving. Accomplished teachers know how to open and maintain lines of communication with all parents. They are sensitive to parental perspectives and seek to resolve concerns in respectful ways. They enter each discussion expecting to reach a workable solution. They focus the conversation on what parents care about—the welfare of their child—as they keep students' best interests in the forefront of their minds and actions. Accomplished teachers are able to articulate and clarify solutions to parents based on sound research and pedagogy.

Accomplished teachers serve as advocates for students and families. They help parents access and navigate the school system and community resources. For example, they introduce parents to specialists such as the school counselor, reading specialist, or other support staff. Additionally, when students have medical needs that may interfere with their literacy development, accomplished teachers make parents aware of relevant healthcare resources. For instance, an accomplished teacher might refer a student for visual, hearing, or speech evaluation or therapy.

Connecting Families, Schools, and Communities

Accomplished teachers know that no school or classroom exists in isolation. Therefore, teachers seek positive ways to involve themselves and their students with local and global communities. Teachers' awareness of the importance of community relations leads them to inform the community at large about school goals, classroom projects, and student successes. They also inform administrators about learning activities that are worthy of media attention. Teachers aim to establish the kind of informed understanding that can occur when school and community work together.

Accomplished teachers know that gaining an understanding of students' lives in the community outside school is essential to becoming a successful educator. Teachers engage with the local community outside the school day. They may shop at the local grocery store; visit cultural centers; or attend sporting events, recitals, or plays. Accomplished literacy teachers recognize that informal interactions with families and the community improve their understanding of their students and ultimately benefit students' learning.

Accomplished teachers seek opportunities within the community to expand their students' advocacy and decision-making skills while simultaneously advancing students' literacy skills. For example, teachers might help students respond to local issues through letters to the editor, or they might organize students in service

programs such as writing letters to community members who are serving in the armed services. Accomplished teachers may also use online tools to build local and global relationships. Accomplished early and middle childhood literacy teachers believe that connecting schools to the wider world can provide mutually enriching experiences for literacy learning.

Standard XIII

Professional Responsibility

Accomplished early and middle childhood literacy: reading–language arts teachers actively contribute to the improvement of literacy teaching and learning and to the advancement of literacy knowledge and practice for the profession.

Accomplished early and middle childhood literacy teachers believe that, as responsible professionals, they are committed to the continuing growth and development of their students, themselves, their colleagues, their schools, and the field of literacy education. Accomplished teachers routinely collaborate with other members of the school community to provide literacy instruction to all students. To this systematic, collaborative process teachers bring a comprehensive knowledge of both the field of literacy education and the learner in a context that is professional, purposeful, relevant, probing, and productive. Accomplished literacy teachers also act as members of a learning community that extends beyond their schools, collaborating to enhance the profession as a whole.

Improving Instruction in Their Own Classrooms

As professional educators, accomplished teachers are aware of and knowledgeable about current research and are able to draw on research findings to make educational decisions. They routinely engage in reflection on and critiques of what they read in research in order to improve their classroom practice, evaluating the impact of their instruction on student learning and the classroom environment. They seek out professional learning opportunities.

In addition to engaging in individual reflection, accomplished teachers value collaboration with colleagues as a means of strengthening their instructional practice. They invite school professionals such as administrators, counselors, and other teachers into the classroom to seek input into how they can improve instruction. For example, a literacy teacher might bring in a specialist to observe interactions with a particular student. The literacy teacher would then ask for the specialist's feedback. Accomplished literacy teachers observe and collaborate with effective teachers to refine their own instructional practices. They welcome new ideas that preservice teachers bring during field experiences, realizing that gaining multiple perspectives can assist in improving instruction in their own classrooms.

Accomplished teachers professionally seek knowledge about a wide variety of learners, such as English language learners, students with exceptionalities,

and students from diverse cultures and socioeconomic backgrounds—including populations not currently being served in their classroom or school. These teachers know numerous ways to differentiate instruction to meet all students' needs. By continuing to learn from research, reflection, and collaboration with parents and colleagues, accomplished teachers become change agents for improving their own approaches to instruction.

Contributing to the School's Intellectual Life and Quality of Instruction

In addition to being exemplary readers, writers, and lifelong learners, accomplished teachers take many leadership roles within the school community when possible. They may provide mentoring to experienced colleagues who need additional professional development in a specific area of literacy instruction. They support the learning of their colleagues in many ways, from opening their classrooms for observation to encouraging a colleague to take the risk of trying a new teaching strategy or serving as a leader of a professional learning community. Accomplished teachers work with colleagues to design, improve, or evaluate professional development plans and practices. They lead professional development sessions for their colleagues on topics in which they have expertise. For example, a literacy teacher might lead a session on authentic writing assessment and subsequently provide support as new procedures are implemented.

Accomplished teachers share their expertise with teachers in other content areas. They design and implement multiple literacy resources for interdisciplinary learning, such as using children's literature to teach content. They contribute to the creation, review, or revision of curricula, always accounting for their students' current performance and expected academic growth. They initiate formal and informal discussions about professional issues with colleagues and other stakeholders within the greater community. For example, they may engage with peers in discussions of scholarly articles they have read, or they may lead a book club discussion on an issue of relevance to literacy instruction.

Accomplished teachers collaborate with colleagues and administrators to improve school-wide instruction. For example, they join with their colleagues in collecting data and examining trends in student achievement and use the results to evaluate the literacy curriculum. They carefully coordinate their work with other teachers and educational support providers to ensure vertical and horizontal alignment for students' academic success. Literacy teachers provide well-integrated curricula that meet students' learning requirements and contribute to interdisciplinary understanding.

Accomplished teachers are agents for positive change in their schools. They recognize the factors that influence the school culture and affect morale. They use this awareness to create an environment that is both supportive and nurturing, but which also reflects high expectations for teacher performance and student learning. Teachers use effective communication skills to build positive relationships. They

identify and celebrate strengths of their colleagues that support student literacy learning.

Contributing to the Advancement of the Profession

Accomplished teachers are dedicated to the continuing growth and development of their profession. Whenever possible, these teachers extend their professional commitment beyond the confines of their classrooms and their schools. Through their interactions with colleagues and engagement in the profession, accomplished literacy teachers pursue educational excellence.

Accomplished teachers are advocates for policies, interdisciplinary initiatives, and resources that will benefit their students, their school, and their profession. These teachers may lobby legislators or address school boards about issues that affect student learning. They work to preserve students' rights to read, write, and discuss a variety of topics. Literacy teachers seek opportunities to collaborate in local, state, national, and international ventures with other educators to improve school policies, organizations, or procedures. They exercise effective leadership by fostering an attitude of innovation, open-mindedness, and collaboration among all stakeholders in order to advance the teaching profession. For example, they may assume a leadership role in a professional organization, make presentations at professional conferences and conventions, or conduct action research. They may contribute letters or articles to professional journals or serve on education policy committees.

Accomplished teachers take actions toward informing policies relating to education. They realize that they are the voice for the students they serve and for the profession as a whole. Teachers articulate concerns about ideas, requirements, curricular assumptions, and other factors that may limit teaching effectiveness, school quality, or student learning, such as curriculum changes that limit opportunities to read and write or budget cuts that limit purchasing of books and other media for classrooms. They may pursue grants to purchase literacy materials. Literacy teachers address their concerns in ways that have a positive impact on the learning community. They may utilize the news media as a tool for advocacy, acting as a champion of practices that promote equitable, fair, and multiple perspectives (See [Standard II—Equity, Fairness, and Diversity](#).) They may also collaborate with educators from colleges, universities, or other institutions and agencies to pilot new curricular resources, teach post-secondary courses, or monitor the work of student teachers and interns. Such commitment is central to their dedication to the quality of their practice and to the advancement of reading–language arts education. Accomplished early and middle childhood literacy teachers take responsibility for contributing to, advancing, and advocating for the profession in ways that enhance student literacy learning.

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Acknowledgments

Literacy: Reading–Language Arts Standards, Second Edition, derives its power to describe accomplished teaching from an amazing degree of collaboration and consensus among educators from the field. Through the expertise and input of two standards committees; numerous reviews by the board of directors; and two periods of public comment by educators, policymakers, parents, and the like, as well as through the intense study of candidates for National Board Certification who have immersed themselves in the first edition, these second-edition standards emerge as a living testament to what accomplished teachers should know and be able to do. *Literacy: Reading–Language Arts Standards, Second Edition*, represents the best thinking by teachers and for teachers about advanced teaching practice in the field.

The National Board for Professional Teaching Standards (NBPTS) is deeply grateful to all those who contributed their time, wisdom, and professional vision to *Literacy: Reading–Language Arts Standards, Second Edition*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2010, NBPTS convened a second Literacy: Reading–Language Arts Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work but modifying the standards to reflect best practices of the early 21st century. The Literacy: Reading–Language Arts 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, Jonathan Gillentine, NBCT and Jennifer Strachan, NBCT, for their invaluable leadership in making the second edition a reality.

A debt of gratitude is owed to the original committees which debated, reflected, and articulated the multiple facets of accomplished teaching in literacy 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 the chair and vice chair of the previous committee, Brooke Workman and Doris Dillon, 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 Literacy: Reading–Language Arts 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 Lauren Konopacz supported the committee in their task. Graphic artist Samad A. Razzaq also generously donated his talents.

In presenting these standards for accomplished literacy 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.

NATIONAL BOARD
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Component I

Early and Middle Childhood/ Literacy: Reading-Language Arts

Component 1: Content Knowledge

SAMPLE ITEMS AND SCORING RUBRICS

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Overview

This document provides information about the Early and Middle Childhood/Literacy: Reading-Language Arts (EMC/Literacy: Reading-Language Arts) 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.

EMC/Literacy: Reading-Language Arts Component 1 Computer-Based Assessment

In the EMC/Literacy: Reading-Language Arts Component 1 computer-based assessment, content knowledge is assessed through the completion of approximately 45 selected response items and three constructed response exercises.

EMC/Literacy: Reading-Language Arts Standards Measured by Selected Response Items

The EMC/Literacy: Reading-Language Arts selected response items focus on the following Standards:

Standards Content	Approximate Percentage of Selected Response Item Section*
<p>Knowledge of Learners and Collaborating with Families (Standards I, XII)</p> <ul style="list-style-type: none"> • Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner • Understanding Learning and Child Development Theories • Assisting Families in Supporting Their Children’s Learning Development 	20%
<p>Equity, Fairness, and Diversity; the Learning Environment; and Literacy Assessment (Standards II, III, IV, V)</p> <ul style="list-style-type: none"> • Promoting Fairness and Equity • Establishing the Intellectual Environment • Selecting Resources • Knowledge of Assessment and Selecting and Administering Assessments 	25%

<p>Reading and Writing (Standards VI and VII)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Reading • Knowledge and Instruction of Writing • Connections of Reading and Writing to the Other Language Arts and to Other Disciplines 	<p>20%</p>
<p>Listening and Speaking; Viewing and Visual Literacy (Standards VIII and IX)</p> <ul style="list-style-type: none"> • Knowledge and Instruction of Listening and Speaking • Knowledge and Instruction of Viewing and Visual Literacy 	<p>35%</p>

* These percentages are an approximation only.

For the complete EMC/Literacy: Reading-Language Arts Standards, refer to www.nbpts.org/national-board-certification/candidate-center/.

EMC/Literacy: Reading-Language Arts Constructed Response Exercises

The EMC/Literacy: Reading-Language Arts constructed response exercises assess the following:

- **Exercise 1: Analyzing Student Reading**
In this exercise, you will analyze a transcript of a student’s oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. You will be asked to respond to one prompt.
- **Exercise 2: Writing Development**
In this exercise, you will identify one area of strength and one area of need in a student’s writing sample and describe a developmentally appropriate teaching strategy to address each of them. You will be asked to respond to one prompt.
- **Exercise 3: Literacy Across the Curriculum**
In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students’ development of literacy strategies and content knowledge. You will be asked to respond to one prompt.

Each constructed response exercise will be assessed using a scoring rubric. Each EMC/Literacy: Reading-Language Arts Component 1 scoring rubric is derived from the EMC/Literacy: Reading-Language Arts Standards and defines the levels of accomplished teaching that you must demonstrate.

You should read the rubric while preparing to take Component 1 to understand how the rubric guides assessors in evaluating your responses to the constructed response exercises.

Inside This Document

This document includes the following two sections: "[Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts Component 1](#)" and "[Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts Component 1](#)."

Selected Response Section

This section includes the following:

- sample selected response items
- answer key

Constructed Response Section

This section includes the following:

- three sample constructed response exercises
- associated scoring rubric for each exercise

Other Important Information

Refer to the National Board website for the following:

- For information about scheduling and taking your test at the assessment center, please refer to the *Assessment Center Policy and Guidelines*.
- For a link to an online tutorial, please refer to the *Assessment Center Testing* page.
- For more information about how the assessment is scored, please refer to the *Scoring Guide*.

Sample Selected Response Items and Answer Key for EMC/Literacy: Reading-Language Arts 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. Knowledge of Learners

1. A literacy teacher is notified that there will be a new student in the class who is an entering-level English language learner. Which of the following steps would be most effective for the teacher to take *first* in order to best plan for the needs of this student?
 - A. collaborate with colleagues who have experience with English language learners
 - B. attending professional development seminars focused on teaching English language learners
 - C. attempting to find a translator who is proficient in both English and the student's primary language
 - D. reading professional publications that provide information about teaching English language learners

Standard I. Knowledge of Learners

2. A first-grade teacher notices that students are interrupting each other during a class discussion of a read-aloud. The teacher leads the students in a conversation about the advantages of listening to their classmates. This approach most closely supports the educational concept of:
 - A. active learning.
 - B. social/emotional learning.
 - C. discovery learning.
 - D. experiential learning.

Standard III. Learning Environment

3. A fourth-grade teacher would like to utilize community resources to enhance student learning. Which of the following activities would be most appropriate for this purpose?
- A. having students view political ads and hold a mock election
 - B. inviting a local meteorologist to share duties of the job and knowledge with students during a unit on weather
 - C. asking students to tour a radio station and write a news story of their own
 - D. helping students use a directory of local government officials to identify different civic occupations

Standard IV. Instruction

4. The practice of providing electronic versions of classroom texts, enhanced with interactive audio and video features, for students' use at school and at home is likely to primarily promote which of the following goals?
- A. encouraging students to use technology to complete homework
 - B. fostering students' engagement in independent reading
 - C. eliciting greater interest from parents/guardians in students' work
 - D. supporting students' comprehension of the reading content

Standard VI. Reading

5. For a guided reading lesson, a first-grade teacher chooses the text below.

A starfish lives in the sea. Most starfish have five arms. When an arm is lost, the starfish will grow another one.

Which of the following groups of categories is this teacher most likely considering when selecting this text?

- A. author's purpose, text structure, and connections
- B. decodable patterns, sight words, and reader interest
- C. word formation, new science concept, and cause-and-effect relationship
- D. vocabulary level, sentence complexity, and reader's background knowledge

Standard VII. Writing

6. A second-grade student who is a fluent reader and speller often tries to avoid writing activities. The student enthusiastically agrees to write when the teacher dictates words or sentences but is very reluctant to write connected text. The teacher asks the student to choose an interesting photograph from an informational text and write a few sentences about the photograph. The student is able to do so. Which of the following rationales best explains why the use of a visual aid benefits this student?
- A. The student needs the photograph to help generate ideas for writing.
 - B. The student needs the photograph to help plan and organize the writing.
 - C. The student needs the photograph as a reminder of what the assignment is.
 - D. The student needs the photograph as a reference to use when describing details.

Standard IX. Viewing and Visual Literacy

7. A fourth-grade teacher is planning a persuasive writing unit. The students' final project will be an editorial piece with accompanying supporting visuals. Although students have written persuasively in past units, they have not focused on visual persuasion. Which of the following visual literacy skills should the teacher highlight *initially* for this age level and topic?
- A. classifying the type of emotion and response a visual is likely intended to provoke in the viewer
 - B. analyzing the ways in which visuals can extend and reinforce the message of the written text
 - C. comparing the similarities and differences between written and visual persuasive pieces
 - D. recognizing visual cues such as color palette and facial expressions in photographs

Standard IX. Viewing and Visual Literacy

8. During a language arts unit on literacy elements a middle school teacher will show students the movie *Fly Away Home*. The teacher's plan is to pause at various spots throughout the movie to engage students in conversation about what is happening in the story. Which of the following steps should the teacher take prior to showing the movie that will best promote the students' learning with regard to plot structure?
- A. asking the students to brainstorm predictions about events they think are likely to occur during the movie
 - B. directing the students' viewing to alert them to important events they should be watching for in the movie
 - C. telling the students they can decide when they think events warrant stopping the movie for a discussion
 - D. providing the students with note-taking sheets to record important events in the movie

Answer Key to Sample Selected Response Items

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

Sample Constructed Response Exercises and Scoring Rubrics for EMC/Literacy: Reading-Language Arts 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 I. Knowledge of Learners / Standard IV. Instruction /
Standard V. Assessment / Standard VI. Reading

Exercise 1: Analyzing Student Reading - Candidate Name		⌚ Time Remaining 29:31
Analyzing Student Reading		
<u>Introduction</u>		
In this exercise, you will analyze a transcript of a student's oral reading, identify two significant patterns with respect to reading miscues and/or fluency, and discuss an appropriate teaching strategy to address one of the identified patterns. 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">• a thorough analysis of two significant patterns with respect to reading miscues and/or fluency in a transcript of a student's oral reading;• examples from the student's transcript that are detailed and strongly support the identified patterns;• an in-depth description of an appropriate teaching strategy that you would use to address one of the identified patterns; and• a detailed and sensible explanation of how this strategy will promote the student's reading development.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	⌚ Navigator	Next →

Exercise 1: Analyzing Student Reading - Candidate Name

🕒 Time Remaining
 29:31

Stimulus

You are working one-on-one with a **fourth-grade** student. You have provided this student with a passage of unfamiliar text to read aloud. Below is the transcript of the student's oral reading.

Excerpt from *The Hot and Cold Summer* by Johanna Hurwitz.

Rō-rē long backy-yard
 Rory sat on the lounge chair in his backyard, hurting in
 pieces
 two places. His poor toes hurt him because he had forgotten
 and stepped down hard on them a few minutes ago. The other
 hurt was in the pit of his stom stomach. It wasn't a stomachache
 exactly. It was the queasy feeling he had before an arithmetic
 test. But that was silly because it was still summer vacation
 and Rory didn't have to worry about arithmetic tests for weeks.
 What he was worrying about was that Derek would be
 returning home in a few minutes. The boys hadn't even
 spoken to each other for two days before Derek left for camp.
 And even though Derek had sent him a postcard right at the
 beginning, perhaps he had changed his mind. Or maybe he
 had made so many new friends since then that he wouldn't
 need Rory anymore.

Key:

- omission
- ^ insertion
- ⊙ self-correction
- | short pause
- || long pause
- ← repetition
- cat/cow substitution

? Help

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Next →

Exercise 1: Analyzing Student Reading - Candidate Name		 Time Remaining 29:31
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Analyze the student's reading transcript and identify two significant patterns with respect to reading miscues and/or fluency.• Provide specific examples from the transcript of the student's reading of the passage to support your response.• Describe a developmentally appropriate teaching strategy that you would use to address one of the identified patterns.• Explain how this strategy will promote the student's reading development.		
? Help	⦿ Navigator	Next →

Scoring Rubric for Exercise 1

The **LEVEL 4** response provides *clear, consistent, and convincing* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate teaching strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student's oral reading is thorough.
- Examples from the student's transcript are detailed and strongly support the identified patterns.
- An appropriate teaching strategy to address one of the identified patterns is described in-depth.
- An explanation of how the strategy will promote the student's reading development is detailed and sensible.

The **LEVEL 3** response provides *clear* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Analysis of two significant patterns with respect to reading miscues and/or fluency in a student's oral reading is solid.
- Examples from the student's transcript support the identified patterns.
- A teaching strategy to address one of the identified patterns is appropriate.
- An explanation of how the strategy will promote the student's reading development is logical.

The **LEVEL 2** response provides *limited* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Described patterns with respect to reading miscues and/or fluency may be trivial, incomplete, or vague.
- Examples from the student's transcript are only tangentially connected to the patterns identified.
- The teaching strategy may only vaguely address one of the identified patterns or may be inappropriate.
- Explanation of how the strategy will promote the student's reading development is vague.

The **LEVEL 1** response provides *little or no* evidence of analysis of a student's oral reading transcript, identification of two significant patterns with respect to reading miscues and/or fluency, and description of an appropriate strategy to thoughtfully address one of the identified patterns.

Characteristics:

- Described patterns with respect to reading miscues and/or fluency may be incorrect or missing.
- Examples from the student's transcript are not connected to the identified patterns.
- The teaching strategy may not address one of the identified patterns or may be missing.
- An explanation of how the strategy will promote the student's reading development is incomplete or illogical.

Sample Exercise 2 and Scoring Rubric

Sample Exercise 2

Standard IV. Instruction / Standard VII. Writing

Exercise 2: Writing Development - Candidate Name ⓘ Time Remaining
29:31

Writing Development

Introduction

In this exercise, you will identify one area of strength and one area of need in a student's writing sample and describe a developmentally appropriate teaching strategy to address each of them. 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 and insightful identification of one area of strength with a supporting example from the student's writing sample and a description of a thoughtful and targeted teaching strategy that you would use to build upon that area of strength; and
- a detailed and thoughtful identification of one area of need with a supporting example from the student's writing sample and an in-depth description of a teaching strategy that you would use to address that area of need.

Directions

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

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

Exercise 2: Writing Development - Candidate Name		 Time Remaining 29:31
Stimulus		
Read the following student prompt and sixth-grade student's written response. The writing sample is a first draft.		
Student Prompt		
Write a persuasive letter to the principal asking him or her to use extra funds to buy classroom sets of laptops for students at the middle school. Pay specific attention to your audience, purpose, and structure.		
Student Response		
Dear Principal Moss, Isn't the academic growth of students here at Brown Middle School our first priority? Of course it is! That is why each classroom should be equipped with laptops for us students! Students need the latest technology to be able to keep up with the world and students in other school districts as well. Don't you want us to have a competitive advantage? Also, having laptops to use in class, will allow us internet options. We can use technology to have online lessons, use modern options like blogging and online publications to further our classroom lessons. With laptops in each classroom, teachers can expand our minds with technology and modern teaching methods. We will be competitive with other school districts, and grow academically. Please consider this, not only for our school's future, but for the future of the students! Sincerely, A Student		
You must address each of the following in your response.		
<ul style="list-style-type: none">• Identify one area of strength in this student's writing sample. Support your identification with a specific example from the student sample.• Describe an effective and developmentally appropriate teaching strategy that you would use to build upon the identified strength to further the student's writing development.• Identify one area of need in this student's writing sample. Support your identification with a specific example from the student sample.• Describe an effective and developmentally appropriate teaching strategy that you would use to address the identified area of need and to further the student's writing development.		
? Help	⊙ Navigator	Next →

Scoring Rubric for Exercise 2

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student's writing sample is accurate and insightful with supporting examples and the teaching strategy described to build upon that area of strength is thoughtful and targeted.
- The identification of one area of need in a student's writing sample is detailed and thoughtful with supporting examples and the teaching strategy to address that area of need is effective and is described in-depth.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student's writing sample is accurate with supporting examples and the teaching strategy described to build upon that area of strength is appropriate.
- The identification of one area of need in a student's writing sample is detailed with supporting examples and the teaching strategy to address that area of need is sensible.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student’s writing sample is sketchy with loosely connected examples and the teaching strategy described to build upon that area of strength is vague.
- The identification of one area of need in a student’s writing sample may be inaccurate with loosely connected examples lacking detail and the teaching strategy to address that area of need is loosely connected to the weakness or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of student writing development by thoughtfully analyzing a writing sample to accurately identify one area of strength and one area of need with supporting examples, and to describe a teaching strategy to address each of them in detail.

Characteristics:

- The identification of one area of strength in a student’s writing sample is incorrect or missing, examples are not connected or missing, and the teaching strategy described to build upon that area of strength is inaccurate or missing altogether.
- The identification of one area of need in a student’s writing sample may be misinformed or missing, examples are not connected or missing, and the teaching strategy to address that area of need is not connected to the weakness, incorrect, or missing.

Sample Exercise 3 and Scoring Rubric

Sample Exercise 3

Standard III. Learning Environment / Standard IV. Instruction /
Standard VI. Reading / Standard VII. Writing / Standard VIII. Listening and Speaking /
Standard IX. Viewing and Visual Literacy / Standard X. Literacy Across the Curriculum

Exercise 3: Literacy Across the Curriculum - Candidate Name		⌚ Time Remaining 29:31
Literacy Across the Curriculum		
<u>Introduction</u>		
In this exercise, you will demonstrate your ability to integrate literacy and content-area learning. Using the grade-level content-area text provided, you will create a learning experience that effectively supports students' development of literacy strategies and content knowledge. 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 identification of features or characteristics of a content-area text that are likely to be challenging for students at a specified grade level, with appropriate specific examples from the text;• an in-depth description of strategies designed to guide students through reading and understanding the text; and• a detailed and reasoned explanation of how the identified strategies would help students with the text.		
<u>Directions</u>		
You may view the prompt by clicking the Next button. Compose your response in the space provided.		
? Help	⦿ Navigator	Next →

Exercise 3: Literacy Across the Curriculum - Candidate Name		 Time Remaining 29:31
Stimulus		
<p>Students in a fifth-grade class will be reading the following passage as part of a health lesson. Excerpt from <i>Why Exercise Is Cool</i> from KidsHealth.org.</p>		
Why Exercise Is Cool		
<p>Kids exercise all the time without even thinking of it. Just being active, like when you run around outside or play kickball at school, is a kind of exercise. What else counts as exercise? Playing sports, dancing, doing push-ups, and even reaching down to touch your toes.</p> <p>When you exercise, you're helping build a strong body that will be able to move around and do all the stuff you need it to do. Try to be active every day and your body will thank you later!</p>		
Exercise Makes Your Heart Happy		
<p>You may know that your heart is a muscle. It works hard, pumping blood every day of your life. You can help this important muscle get stronger by doing aerobic (say: air-OH-bik) exercise.</p> <p>Aerobic means "with air," so aerobic exercise is a kind of activity that requires oxygen. When you breathe, you take in oxygen, and, if you're doing aerobic exercise, you may notice you're breathing faster than normal. Aerobic activity can get your heart pumping, make you sweaty, and quicken your breathing.</p> <p>When you give your heart this kind of workout on a regular basis, your heart will get even better at its main job—delivering oxygen (in the form of oxygen-carrying blood cells) to all parts of your body.</p> <p>So you want to do some aerobic exercise right now? Try swimming, basketball, ice or roller hockey, jogging (or walking quickly), inline skating, soccer, cross-country skiing, biking, or rowing. And don't forget that skipping, jumping rope, and playing hopscotch are aerobic activities, too!</p>		
<p>You must address each of the following in your response.</p> <ul style="list-style-type: none">• Identify two features or characteristics of the content-area text that are likely to be challenging for fifth graders. Provide specific examples from the text.• Describe two strategies to use with students to address these challenges.• Explain why these strategies would be effective.		
? Help	 Navigator	Next →

Scoring Rubric for Exercise 3

The **LEVEL 4** response shows *clear, consistent, and convincing* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Challenging features or characteristics of a content-area text are well described and accurately identified and supporting examples are well-chosen and specific.
- The strategies described demonstrate thorough understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is detailed, well-reasoned, and clearly connected to the identified characteristics or challenges.

The **LEVEL 3** response shows *clear* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Challenging features or characteristics of a content-area text are clearly identified and supporting examples are appropriate.
- The strategies described demonstrate appropriate understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is related to the identified characteristics or challenges.

The **LEVEL 2** response shows *limited* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Identification of challenging features or characteristics of a content-area text and supporting examples may be inaccurate. Examples may be loosely connected.
- The strategies described demonstrate limited understanding of how to guide students in reading and understanding the text.
- The explanation of how these strategies would be effective is vague, lacking in detail, or inappropriate.

The **LEVEL 1** response shows *little or no* evidence that the candidate demonstrates knowledge of literacy across the curriculum by thoughtfully analyzing a content-area text to accurately identify challenging features or characteristics of the text for students in the given grade level, describing strategies to address these challenges, and explaining how the identified strategies would help students' understanding of the text.

Characteristics:

- Identification of challenging features or characteristics of a content-area text is incorrect or missing and examples are not connected or missing.
- The strategies described are inaccurate or missing altogether.
- The explanation of how these strategies would be effective may be misinformed or not connected to characteristics or challenges identified, incorrect, or missing.

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Component 2

*Early and Middle Childhood/
Literacy: Reading–Language
Arts*

**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 and Middle Childhood/Literacy: Reading–Language Arts (EMC/Literacy: Reading–Language Arts) Component 2 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 2: Differentiation in Instruction

This portfolio entry provides you with the opportunity to highlight your ability to evaluate learning strengths and needs for individual students; plan and implement appropriate differentiated instruction for those students; and analyze and modify instructional strategies and materials based on ongoing assessment. The tasks for all components and the rubrics used to assess candidate work have been developed in accordance with the Five Core Propositions and the certificate area Standards.

EMC/Literacy: Reading–Language Arts Component 2 Portfolio Entry

Your approach to assessment of a student’s needs, analysis of that assessment in the design and implementation of differentiated instruction, and selected work samples demonstrating the student’s writing development over a period of time are the focus of the EMC/Literacy: Reading–Language Arts Component 2 portfolio entry. In this entry:

- You select one student to feature as an example of your work with students in promoting literacy development through writing.
- You submit two work samples from the selected student.
- You submit a Written Commentary.

EMC/Literacy: Reading–Language Arts Standards Measured by Component 2

Because the purpose of the tasks in the portfolio components is to measure your teaching practice, the overall focus of the portfolio entry and rubrics is on your pedagogical knowledge and skills and how successfully you are able to apply these knowledge and skills to advance student learning.

The portfolio entry for this component, “Differentiation in Instruction,” measures the following EMC/Literacy: Reading–Language Arts Standards, and your submission will be evaluated based on these standards through the scoring rubric:

- I. Knowledge of Learners
- II. Equity, Fairness, and Diversity
- III. Learning Environment
- IV. Instruction
- V. Assessment
- VI. Reading
- VII. Writing
- X. Literacy Across the Curriculum

XI. Teacher as Learner and Reflective Practitioner

For the complete EMC/Literacy: Reading–Language Arts Standards, refer to **www.nbpts.org/national-board-certification/candidate-center**.

The EMC/Literacy: Reading–Language Arts Component 2 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 2 tasks.

You should read the Standards and rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EMC/Literacy: Reading–Language Arts Component 2](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC/Literacy: Reading–Language Arts Component 2](#)," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EMC/Literacy: Reading–Language Arts Component 2 portfolio instructions provide the following:

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

For more information about developing and submitting your portfolio entry, please refer to the *General Portfolio Instructions* and the *Guide to Electronic Submission* available at **www.nbpts.org/national-board-certification/candidate-center**.

Scoring Rubric

The EMC/Literacy: Reading–Language Arts Component 2 scoring rubric is provided to assist you in understanding how your portfolio materials will be assessed. For more information about understanding and interpreting your scores, please refer to the *Scoring Guide* available at **www.nbpts.org/national-board-certification/candidate-center**.

Portfolio Instructions for EMC/Literacy: Reading–Language Arts Component 2

This section contains the directions for developing and submitting the Component 2 EMC/Literacy: Reading–Language Arts 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 students’ literacy through writing. In this entry, you

- describe the ways you promote literacy development through writing over an instructional period that ranges from three weeks to three months;
- use assessment(s) and analysis of a student’s writing to design differentiated instruction that advances the student’s growth as a writer and connects the reading and writing processes to help the student construct meaning through writing;
- analyze two work samples for the selected student, discuss his or her writing development and skill level in constructing meaning through writing, and outline your approach to supporting learning;
- provide evidence of your ability to describe, analyze, and evaluate the student’s writing development, to design and deliver differentiated instruction based on this analysis, to provide feedback to the student to help him or her grow as a writer, to reassess student work as a result of instruction, and to 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 contextualizes, analyzes, and evaluates your teaching throughout the instructional sequence.
- **Student work samples (no more than 2, 3, or 4 pages, depending on option selected)** from one student from two different writing activities based on identified student needs, over an instructional period of three weeks to three months. **The two work samples selected for the student must come from an instructional period that ranges from three weeks to three months and show student growth in writing and in constructing meaning through writing.**

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board's ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

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

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

Select one student. Also select student work samples that represent the student’s writing development. The time span separating these student work samples must be at least three weeks but no more than three months.

Selecting a Student

You have three important and interconnected choices to make for this entry. The first choice is selecting the student whose literacy development through writing you want to feature. Choose a student whose level of literacy skill allows you to display the depth of your understanding of writing and your ability to nurture students’ literacy skills through writing and skill in constructing meaning through writing. The student you choose to feature need not be able to write connected text. You may want to collect work samples for several students. Collecting extra student work samples gives you more choices when deciding which student to feature and ensures that you have sufficient work samples in the event that a student leaves your class permanently before completing all of the assignments for your featured instruction for this entry.

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center. Retain completed student release forms for your records; do not submit them with your evidence.

Selecting an Instructional Sequence through Which to Feature Writing

The second choice involves selecting an instructional sequence. Choosing an instructional period of three weeks to three months allows you to highlight a student’s growth as a writer and in constructing meaning through writing. Choose skills or strategies that provide ample opportunity for the student to write and to show growth in writing.

Selecting Student Work samples

The third choice is to select work samples that you use to discuss the student’s literacy development through writing. You may submit the student work samples in three different forms—as transcription and drawing, as transcription and writing, or as writing alone—as

developmentally appropriate. (See “[Selecting Options](#),” below, for more detail.) The specific work samples from this student should allow you to demonstrate how you have assessed his or her abilities and how you have used this information to promote learning. The work samples must represent two distinct points in writing-instruction time.

You will need to submit student work samples that consist of the student’s writing or a transcription of a student’s dictation collected from **two different writing activities based on identified student needs**. The time span separating these student work samples must be at least three weeks but no more than three months. What you submit will differ depending on whether the student you describe is able to write connected texts. The student must produce the selected materials in the context of normal classroom routines.

Selecting Options

You may select Option A for both student work samples, Option B for both student work samples, or Option A for one student work sample and Option B for the other student work sample.

Option A: Transcription of Dictation and Drawing or Brief Writing Sample. This option is intended for a student who has limited ability to use print in conventional ways. Such students are likely to be able to produce marks that reflect their understanding of the nature and uses of print, but these marks may not reflect conventional ways of forming letters. At the same time, these students are able to tell stories, report events, draw pictures, and describe objects. Document the student’s emerging writing skills by collecting student work samples. Strive to collect samples that reflect a broad range of the ways that students use print. The samples you collect must

- be taken from two points in time that are at least three weeks apart but no more than three months apart and be taken from **two** different writing activities based on identified student needs;
- include two samples of the student’s writing and/or illustration. Each sample must be accompanied by a transcription that you wrote as the student described the sample or told you a story based on the sample. Altogether, the samples and transcriptions must total **no more than 4 pages—2 pages** of writing and/or illustration from the student and **2 pages** of teacher transcription of the student’s retelling of his or her writing sample;
- include both the illustration and the writing on one page (if you choose to include illustrations);
- include all translations of the transcription in English.

Option B: Samples of Extended Writing. This option is intended for students who are able to express themselves in writing, alone or with support. (Student writing samples that contain illustrations are acceptable.) Select samples that reflect the student’s ability to do different kinds of writing (story summary, story retell, original writing, report, poem, etc.). The samples you collect must

- cover a span of time of at least three weeks but no more than three months and be taken from **two** different writing activities based on identified student needs;
- include two **1-page** work samples from the student selected. Altogether, these must total **no more than 2 pages** of student work. (If a student work sample is longer than **1 page**, select the page that best shows implementation of the instructional sequence presented.)

How to Format and Submit Your Student Work Samples

- Complete a new Student Work Sample Form for each 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
 - **4 pages total** if you choose Option A for both samples (**two 1-page** student work samples and **two 1-page** teacher transcriptions);
 - **2 pages total** if you choose Option B for both samples (**two 1-page** student work samples);
 - **3 pages total** if you choose Option A for one sample and Option B for the other sample (**two 1-page** student work samples and **1 page** of teacher transcription).

For multiple-page written student work, only **1 page** of the student work may be submitted. Additional pages will not be scored. Forms do not count toward this total.

- Each student work sample must
 - represent a student’s original work. The original electronic file or scanned image of student work is acceptable. The student work may be supported by a transcription of student dictation if you choose Option A.
 - come from the student who is the basis for your Written Commentary.
 - be from two different writing activities based on identified student needs.
- Be sure that your student work samples are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each electronic file you submit. Clearly label student work samples as “Option A” or “Option B.”
- 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 student creates such a product or a multi-dimensional product, have **the student** write a **1-page** description of the assignment and what the student made. You may include photograph(s) or student-made drawings to accompany the description, if appropriate. The **1-page** description counts toward your page total.

Refer to the “[Component 2 Electronic Submission at a Glance](#)” chart in this document for file types acceptable for submission, page totals for each piece of evidence, and how to assemble student work samples for submission.

Composing Written Commentary

In this entry, you submit a Written Commentary that contextualizes, analyzes, and evaluates your teaching throughout the instructional sequence.

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. **Assessment(s)/Analysis of Student Writing Ability**
 3. **Planning and Instruction One**
 4. **Description and Analysis of Student Work Sample #1**
 5. **Planning and Instruction Two**
 6. **Description and Analysis of Student Work Sample #2**
 7. **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 school or district at large. In this section, address the following questions about your selected student:

- *What is the age and grade of this student? (e.g., grade 2, age 7)*
- *What are the relevant and important characteristics of this student? Why did you select this student? Give a brief sketch of this student, including any relevant information that will help assessors understand your assessment(s) and instructional strategies.*
- *What are the specific needs and abilities of this student 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 challenges of the student)? Give any other information that might help the assessor “see” this student.*
- *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 of classes, room allocation—own classroom or shared space) that are relevant to your response and program parameters (e.g., small group, one on one, inclusive, pull-out, in-class, support, etc.).*

2. Assessment(s)/Analysis of Student Writing Ability (Suggested length: 2 pages)

This section focuses on your assessment(s) and/or analysis of the selected student’s writing skills and abilities at the outset of the three-week to three-month instructional period.

- *What pattern of behaviors (strengths, interests, needs, and preferences) does this student exhibit toward written literacy-related activities? Discuss how you involved the student in responding through writing during these activities (e.g., book reading, discussions, journals, etc.).*
- *Describe the student’s reading and writing ability at the outset of the three-week to three-month instructional period. What are this student’s specific strengths and weaknesses as a reader and as a writer?*
- *What assessment(s) did you use to help you determine this student’s reading and writing ability? Assessments could include formative or summative assessments.*
- *How did you use the information gained about this student from assessment(s) to guide student writing growth and development and to help the student construct meaning through writing?*
- *How did you ensure fairness, equity, and access for this student? How did you accommodate this student’s individual learning needs and adjust instruction for this individual student? Cite specific examples.*

3. Planning and Instruction One (Suggested length: 2 pages)

This section focuses on the instruction designed in conjunction with the first student work sample submitted. It gives you the opportunity to discuss how you formulated goals and designed instruction for this student.

- *Given that this instructional period is designed to extend over a period of three weeks to three months, what specific long-term writing goals did you plan for this student, and how do they reflect the developmental needs of the student at this time? What*

local, state, and/or national standard(s) and curricula did these writing goals reflect? Indicate how these were appropriate writing goals for this student.

- *What was the short-term goal of the instruction that generated student work sample #1? Indicate why this was an appropriate writing goal for this student.*
- *Describe the instruction designed to meet your short- and long-term goals. How did the instruction meet the specific needs of this student? What instructional strategies and instructional resources did you use in this assignment?*
- *Describe the specific assignment that generated the first student work sample and why you chose to use it with this student. How did the assignment reflect your specific short- and long-term goals? What did you hope to learn from this assignment?*

4. Description and Analysis of Student Work Sample #1 (Suggested length: 2 pages)

In this section, you analyze the first student work sample.

- *Analyze how areas of this student’s weaknesses were strengthened. Cite evidence from student work sample #1.*
- *What feedback did you provide to the student regarding his or her writing and ability to construct meaning through writing in this assignment?*
- *What did you learn about this student’s writing progress through this assignment? Cite evidence from student work sample #1.*

5. Planning and Instruction Two (Suggested length: 2 pages)

This section focuses on how you used information learned about the student’s writing progress from the first student work sample to inform continuing instruction in this instructional sequence over time.

- *How did you use knowledge gained from your analysis of student work sample #1 to formulate new goals for this student? What were those goals? How did they guide the student to grow as a writer? How did your instruction connect the reading and writing processes? How did you adjust your instruction to meet the needs of this student?*
- *Describe the instruction planned to meet the newly formulated writing goals. What was the specific assignment that generated student work sample #2? Discuss how this instruction and assignment met the newly formulated writing goals.*
- *What instructional resources did you use in this assignment? Why did you choose to use those materials?*

6. Description and Analysis of Student Work Sample #2 (Suggested length: 2 pages)

In this section, you analyze the second student work sample and discuss the student’s growth as a writer over the three-week to three-month instructional period.

- *Were the strategies implemented effective in addressing the identified student’s weaknesses? How well were the goals of this instructional opportunity met for this student? What is the evidence for your response? Cite evidence from student work sample #2.*
- *How did you connect the reading and writing processes to help this student construct meaning through writing? Cite evidence from student work sample #2.*
- *What feedback did you provide to the student? How did this feedback help the student to continue to grow as a writer and to construct meaning through writing?*

- *How did this student grow as a writer over the instructional period of three weeks to three months? Cite evidence from student work sample #2 to indicate areas of growth.*

7. Reflection (Suggested length: 2 pages)

In this section, you reflect on the overall success of your instruction in meeting the goals you formulated for this student.

- *How well were the goals of this instructional sequence met? Was the instruction design implemented for this period of time successful in guiding the student to grow as a writer and to construct meaning through writing? What is the evidence for your response?*
- *Would you do anything differently if you had the opportunity to teach this instructional sequence again? Why? If you would not change anything, explain why this instructional sequence was successful.*
- *How will this instructional sequence influence future instruction?*

Component 2 Electronic Submission at a Glance

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

Early and Middle Childhood/Literacy: Reading–Language Arts 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 option selected, no more than 2, 3, or 4 pages for all work samples combined—forms do not count in page totals	Submit 1 file that includes: <ul style="list-style-type: none"> • Student Work Sample Form for Student Work Sample #1 with associated work sample • Student Work Sample Form for Student Work Sample #2 with associated work sample

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center. **Retain completed student release forms for your records; do not submit them with your evidence.**

Component 2 Forms

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

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

A signed release form is required for each student whose work samples are included. These release forms are available as PDF downloads from **www.nbpts.org/national-board-certification/candidate-center**.

EMC/Literacy: Reading–Language Arts Contextual Information Sheet

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

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

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

Candidate ID#: []

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

[]

2. Briefly identify.

Grades: [] Age Levels: [] Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses: []

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

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

[]

EMC/Literacy: Reading–Language Arts Student Work Sample Form

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

Indicate your Candidate ID, the student's first name, the work sample (#1 or #2), and the option (A or B) 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 following:

- If Option A, a 1-page student work sample generated in response to the assignment described below, along with a 1-page transcription of student dictation about the work sample.
- If Option B, a 1-page student work sample generated in response to the assignment described below.

Candidate ID#: []

Student's first name: [] Work Sample: #1 [] #2 [] Option: A [] B []

Give a brief description of the assignment that prompted the student work sample.

[]

Scoring Rubric for EMC/Literacy: Reading–Language Arts Component 2

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

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

- that the teacher accurately recognizes and acknowledges individual growth of students as it relates to social, verbal, and cognitive development and thoroughly explains how it affects the writing process.
- that the teacher thoughtfully formulates purposeful, short-term and long-term, data-driven instructional goals that are firmly based on local, state, and/or national standards and curricula.
- that the teacher uses assessment methods, formative and/or summative, to gain in-depth understanding of strengths and weaknesses in the students’ writing, and to effectively monitor the students’ progress over time.
- that the teacher employs a variety of developmentally appropriate and specific writing strategies to foster writing development and connect the reading-writing process to help students construct meaning.

In the Level 4 performance, the analysis of student ability, goals, and instruction are tightly connected and instruction seamlessly combines the reading and writing processes.

In the Level 4 performance, the teacher insightfully leads students to develop a variety of useful, practical, authentic, and developmentally appropriate approaches to proficiency in writing and in constructing meaning in their written work.

In the Level 4 performance, the teacher actively fosters an equitable, accessible, and fair learning environment in which students are strongly encouraged to participate and are shown genuine appreciation of and respect for their individual differences and unique needs.

In the Level 4 performance, the teacher thoughtfully engages in insightful reflection through critical analyses and evaluation of classroom practices to make thoughtful suggestions for future instruction.

Overall, there is *clear, consistent, and convincing* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

Level 3

The **LEVEL 3** performance provides *clear* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

The Level 3 performance provides *clear* evidence:

- that the teacher accurately recognizes and acknowledges individual growth of students as it relates to social, verbal, and cognitive development and thoroughly explains how it affects the writing process.
- that the teacher thoughtfully formulates purposeful, short-term and long-term, data-driven instructional goals that are firmly based on local, state, and/or national standards and curricula.
- that the teacher uses assessment methods, formative and/or summative, to gain an understanding of the students’ strengths and weaknesses, and to effectively monitor the students’ progress over time.

The Level 3 performance indicates that the teacher clearly employs a variety of developmentally appropriate and specific writing strategies to foster writing development and connect the reading-writing process to help students construct meaning.

In the Level 3 performance, the analysis of student ability, goals, and instruction are connected and instruction combines the reading and writing processes.

In the Level 3 performance, the teacher leads students to develop a variety of useful, practical, authentic, and developmentally appropriate approaches to proficiency in writing and in constructing meaning in their written work.

In the Level 3 performance, the teacher actively fosters an equitable, accessible, and fair learning environment in which students are strongly encouraged to participate and are shown genuine appreciation of and respect for their individual differences and unique needs.

In the Level 3 performance, the teacher thoughtfully engages in insightful reflection through critical analyses and evaluation of classroom practices to make thoughtful suggestions for future instruction.

One part of the response may be more indicative of accomplished practice than others, but viewed as a whole, there is *clear* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

Level 2

The **LEVEL 2** performance provides *limited* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

The Level 2 performance provides *limited* evidence:

- that the teacher accurately recognizes and acknowledges individual growth of students as it relates to social, verbal, and cognitive development and may not adequately explain how it affects the writing process.

In a Level 2 performance, short-term and long-term, data-driven instructional goals may be inappropriate and loosely based on local, state, and/or national standards and curricula.

- of the use of assessment methods, formative and/or summative, to gain in-depth understanding of strengths and weaknesses in the students’ writing, and to monitor the students’ progress over time.

In a Level 2 performance, strategies to foster writing development may be inappropriate and only vaguely connect the reading-writing process to help students construct meaning.

In the Level 2 performance, the analysis of student ability, goals, and instruction is somewhat connected and instruction vaguely connects the reading and writing processes.

- of ability to lead students to develop a variety of useful, practical, authentic, and developmentally appropriate approaches to proficiency in writing and in constructing meaning in their written work.

Evidence of ability to actively foster an equitable, accessible, and fair learning environment in which students are strongly encouraged to participate and are shown genuine appreciation of and respect for their individual differences and unique needs may be weak or only somewhat effective. Reflection may be oversimplified or sketchy and understanding of implications and significance for future practice may be weak.

The Level 2 performance may be characterized by evidence that hints at accomplished practice but, overall, there is *limited* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

Level 1

The **LEVEL 1** performance provides *little or no* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

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

- of recognition and acknowledgement of individual growth of students as it relates to social, verbal, and cognitive development and the explanation of how it affects the writing process may be inaccurate or incomplete. The goals may not be goals at all, but rather activities. Goals may be trivial or unrelated to the instructional sequence or to local, state, and/or national standards and curricula.
- of assessment methods, formative and/or summative.
- of understanding of strengths and weaknesses in the students’ writing, and monitoring of the students’ progress over time may be ineffective.

In a Level 1 performance, strategies to foster writing development may be missing or ineffective.

In the Level 1 performance, the analysis of student ability, goals, and instruction is loose or disconnected and connections between the reading and writing processes are sketchy or absent.

- of ability to lead students to develop a variety of useful, practical, authentic, and developmentally appropriate approaches to proficiency in writing and in constructing meaning in their written work.

Evidence of ability to actively foster an equitable, accessible, and fair learning environment in which students are strongly encouraged to participate and are shown genuine appreciation of and respect for their individual differences and unique needs may be missing or ineffective. The reflection may be missing or unrelated to future instruction.

Overall, there is *little or no* evidence of the teacher’s ability to use assessment(s) to design instruction for individual students, to analyze and assess student writing, and to use literacy instruction and feedback to promote student growth.

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by

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EMC/Literacy: Reading–Language Arts Student Work Sample Form

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

Indicate your Candidate ID, the student's first name, the work sample (#1 or #2), and the option (A or B) 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 following:

- If Option A, a 1-page student work sample generated in response to the assignment described below, along with a 1-page transcription of student dictation about the work sample.
- If Option B, a 1-page student work sample generated in response to the assignment described below.

Candidate ID#: []

Student's first name: [] Work Sample: #1 [] #2 [] Option: A [] B []

Give a brief description of the assignment that prompted the student work sample.

[]



Component 3

*Early and Middle Childhood/
Literacy: Reading–Language
Arts*

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

**PORTFOLIO INSTRUCTIONS
AND SCORING RUBRIC**

NATIONAL BOARD
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Overview

This document provides information about the Early and Middle Childhood/Literacy: Reading–Language Arts (EMC/Literacy: Reading–Language Arts) Component 3 portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 3: Teaching Practice and Learning Environment

This portfolio entry captures details about your instructional planning, direct evidence of your practice from two video recordings and instructional materials, and your analysis of and reflection on your teaching as displayed in two video recordings. You will be evaluated on the demonstrated evidence of your practice and analysis as it relates to instruction, student engagement, and the learning environment. This portfolio entry and the rubric used to assess your submission are aligned with the Five Core Propositions and the certificate area Standards.

EMC/Literacy: Reading–Language Arts Component 3 Portfolio Entry

In the EMC/Literacy: Reading–Language Arts Component 3: Teaching Practice and Learning Environment portfolio entry:

- You provide a brief overview of the content of your overall submission.
- You submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.
- You submit information about the instructional context for each video.
- You describe your instructional planning for the lesson featured in each video and submit appropriate supporting materials.
- You submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.

EMC/Literacy: Reading–Language Arts 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 Literacy: Reading–Language Arts Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Learners
- II. Equity, Fairness, and Diversity
- III. Learning Environment
- IV. Instruction
- V. Assessment
- VI. Reading

- VII. Writing
- VIII. Listening and Speaking
- IX. Viewing and Visual Literacy
- X. Literacy Across the Curriculum
- XI. Teacher as Learner and Reflective Practitioner

For the complete Literacy: Reading–Language Arts Standards, refer to **www.nbpts.org/national-board-certification/candidate-center**.

The EMC/Literacy: Reading–Language Arts Component 3 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 3 tasks.

You should read the Standards and the rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EMC/Literacy: Reading–Language Arts Component 3](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC/Literacy: Reading–Language Arts Component 3](#)," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EMC/Literacy: Reading–Language Arts 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 EMC/Literacy: Reading–Language Arts 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 EMC/Literacy: Reading–Language Arts Component 3

This section contains the directions for developing and submitting the Component 3 EMC/Literacy: Reading–Language Arts portfolio entry and assembling it for submission. Entry directions include

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

Before beginning to work on this portfolio entry, read the following directions for developing each element.

What Do I Need to Do?

This entry captures your ability to implement reading instruction and to integrate language arts processes (reading, writing, listening, speaking, viewing, visual literacy), and your development of students' abilities to engage with you and with each other in meaningful discussion, using language as a tool for constructing meaning. One of the two videos you submit should have reading instruction as its primary focus, while the other shows you and your students engaged in a lesson that integrates language arts processes. Each of the two videos you submit should show you and your students engaged in reading and other language arts processes 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 in literacy: reading–language arts, 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 literacy: reading–language arts;
- 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 strategic, independent thinkers who can make meaning from print or nonprint texts, effectively convey meaning through various modes of production, and apply speaking and listening skills to engage in meaningful conversations.

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

Submission Requirements

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

Time Frame for Activities and Evidence Collection. The period for evidence collection begins 12 months prior to the date of the opening of the ePortfolio submission window as described in the *Guide to National Board Certification*. If you submit your portfolio with one or more sections that feature a class and/or evidence that date from more than 12 months before the opening of the ePortfolio submission window, your component **will not be scorable and you will receive a code of NS on your score report instead of a numerical score.**

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

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

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

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

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

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

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and

the [National Board's ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

Accessing Forms for Submission

Refer to the "[Component 3 Forms](#)" section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from www.nbpts.org/national-board-certification/candidate-center.

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 literacy: reading–language arts 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 (during the school year) for this class, and why are these goals appropriate for these students?*
- *How do the instructional goals for this particular lesson fit into your long-term goals?*
- *What is your rationale for choosing the instructional format that you used to meet the goals of this lesson?*
- *What are your reasons for selecting the materials or resources you used?*

Selecting Instructional Materials

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

How to Format and Submit Your Instructional Materials

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

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

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

Recording Your Videos

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

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

- The two videos must feature different lessons and units of instruction.
- Each video must be made during a *single class period*.

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

You are not required to feature more than one instructional format or teaching strategy in a single video, although you may. You must be sure, however, that the combined contents of your two videos represent a breadth of the content area and show at least two different instructional formats and two different teaching strategies. For example, if you feature a large group format in one video, the second must present a different format, such as small group, one on one, or other appropriate configuration. Both videos must also showcase reading instruction and integration of language arts processes.

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

Selecting the Class, Group, or Individual for Each Video

Choose the class, group, or individual to feature in each of your video recordings. 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 or the students must be enrolled in a rostered class during the regular school day and year, not an after-school or summer-school program. Note that to complete your portfolio components, you must have access to a class of at least 1 student. The student(s) in that class 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.**

For EMC/Literacy: Reading–Language Arts candidates, if you feature individual students in this entry, they cannot be the same individuals featured in other portfolio components. However, students featured in other entries may be included in a class or group video setting for Component 3.

Since your response will be considered on the basis of how you support students engaged in purposeful literacy: reading–language arts 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 engage in meaningful literacy learning experiences that are accessible to each student. The lesson should show how you engage the students by using a variety of instructional strategies, modalities, and resources to promote understanding and skills. The objectives need not be advanced, but the lesson on which you are focusing should be one that is important for the students at their level of learning and one in which they are likely to be engaged in constructive and meaningful ways.

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 Literacy: Reading–Language Arts Standards, to which you should refer for full guidance.

- Learning Environment
 - Establish a safe, supportive, fair, equitable, and challenging learning community in which students take intellectual, social, and emotional risks when engaged in the activities and substance of literacy: reading–language arts learning.
 - Create a student-centered learning environment based on trust and mutual respect.
 - Equip students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others’ ideas, give and receive constructive feedback, and exercise fairness and equity as they engage with others in the classroom.
- Student Engagement
 - Foster the active engagement of students with the teacher and each other in sharing ideas, conversing purposefully, and listening attentively as they explore literacy: reading–language arts topics.

- Design and implement opportunities for students to engage in self-directed learning and to engage in meaningful expression.
- Engage students’ natural curiosity about the world to help them acquire and flexibly apply the tools and skills they need to become independent, self-regulated meaning makers and language users.
- Instruction
 - Integrate language arts processes that are connected to learning goals; and sequence and structure instruction so that students can achieve the goals.
 - Support students in the use of inquiry by encouraging them to actively use questioning to inquire about the world, clarify their thinking, and engage with ideas.
 - Employ a repertoire of approaches, methods, and materials to meet the needs of individual students and to challenge each student to grow as a reader.
 - Use appropriate, rich, and thought-provoking instructional resources to engage students in learning important literacy: reading–language arts content and skills.
 - Monitor and evaluate student learning, make instructional adjustments as part of an ongoing process of assessment, and provide regular constructive feedback to students.

Video Editing and Audio Enhancement Rules

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

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

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

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

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

How to Format and Submit Your Videos

- Submit two video recordings of **10–15 minutes each**. If you submit longer video recordings, assessors will view only the first 15 minutes.
- If you edited your videos as allowed for only the reasons listed above, make sure each video includes no more than two edits. Assessors will view and score only the portion of the recordings prior to the third edit.
- If expressions or phrases in a language other than English that are important for an assessor to understand are included in your video, provide brief explanations of these expressions or phrases in the Written Commentary.
- If your video is in a language other than English, you must provide a written English translation 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 students?*
- *How did you monitor and assess student progress during the lesson and how did this influence your decision making during instruction? How was student feedback provided and what was your rationale for providing it in this manner?*
- *To what extent did you achieve the lesson's goal or goals? Provide evidence from the video recording to support your answer. What were your next steps with these students as a result?*
- *How was your approach to teaching this content to the students in this video influenced by past experience?*
- *What would you do differently, if anything, if you were to teach this particular lesson again to a similar group of students next year? If you would not change anything, explain why.*

Component 3 Electronic Submission at a Glance

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

EMC/Literacy: Reading–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 “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 EMC/Literacy: Reading–Language Arts Component 3

Level 4

The **LEVEL 4** performance provides *clear, consistent, and convincing* evidence that the teacher is able to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

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

- that the teacher has established a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning, risk taking, and active student engagement with the teacher and other students in sharing ideas, conversing purposefully, and listening attentively during activities as students explore topics of substance.
- that the teacher creates a student-centered learning environment based on trust and mutual respect, supports students' use of inquiry, and effectively equips students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others' ideas, give and receive constructive feedback, and exercise fairness and equity.
- that the teacher skillfully monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular constructive feedback to students.
- that the teacher ably supports all students in acquiring and flexibly applying the tools and skills they need to become independent, self-regulated meaning makers and language users, employing a repertoire of approaches, methods, and materials to meet the needs of individual students.
- that the teacher effectively implements reading instruction and integrates language arts processes that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and creates opportunities for students to engage in self-directed learning and meaningful expression.
- that the teacher draws on detailed knowledge of students' backgrounds, needs, abilities, and interests, and on her or his own knowledge of literacy: reading–language arts in selecting high, worthwhile, and attainable goals and in selecting appropriate, rich, and thought-provoking instructional approaches and resources that support these goals.
- that the teacher communicates persuasively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully and thoughtfully; reflects insightfully on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear, consistent, and convincing* evidence of establishing a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

Level 3

The **LEVEL 3** performance provides *clear* evidence that the teacher is able to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

The Level 3 performance provides *clear* evidence:

- that the teacher has established a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning, risk taking, and active student engagement with the teacher and other students in sharing ideas, conversing purposefully, and listening attentively during activities as students explore topics of substance.
- that the teacher creates a student-centered learning environment based on trust and mutual respect, supports students' use of inquiry, and competently equips students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others' ideas, give and receive constructive feedback, and exercise fairness and equity.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular constructive feedback to students.
- that the teacher supports all students in acquiring and flexibly applying the tools and skills they need to become independent, self-regulated meaning makers and language users, employing a repertoire of approaches, methods, and materials to meet the needs of individual students.
- that the teacher effectively implements reading instruction and integrates language arts processes that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; and creates opportunities for students to engage in self-directed learning and meaningful expression. However, there may be minor lapses in sequencing or some awkwardness in integration.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests, and on her or his own knowledge of literacy: reading–language arts in selecting high, worthwhile, and attainable goals and in selecting appropriate, thought-provoking instructional approaches and resources that support these goals.
- that the teacher communicates effectively about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it fully; reflects on its implications for future teaching; and strategically seeks ways to improve practice to promote student learning.

Overall, there is *clear* evidence of establishing a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

Level 2

The **LEVEL 2** performance provides *limited* evidence that the teacher is able to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

The Level 2 performance provides *limited* evidence:

- that the teacher has established a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning and student engagement with the teacher and other students in sharing ideas, conversing, and listening during activities as students explore topics of substance.
- that the teacher creates a student-centered learning environment, supports students' use of inquiry, and satisfactorily equips students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others' ideas, give and receive constructive feedback, and exercise fairness and equity.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides regular feedback to students.
- that the teacher supports students in acquiring and applying the tools and skills they need to become independent meaning makers and language users, employing a repertoire of approaches and materials to meet the needs of students.
- that the teacher effectively implements reading instruction and integrates language arts processes that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; or creates opportunities for students to engage in self-directed learning and meaningful expression. The connection between instruction and goals may be weak or unclear, or there may be significant lapses in sequencing or integration of instruction.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests, and on her or his own knowledge of literacy: reading–language arts in selecting goals and in selecting appropriate instructional approaches and resources that support these goals.
- that the teacher communicates adequately about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote student learning.

Overall, there is *limited* evidence of establishing a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

Level 1

The **LEVEL 1** performance provides *little or no* evidence that the teacher is able to establish a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

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

- that the teacher has established a safe, supportive, fair, equitable, and challenging environment that promotes self-directed learning and student engagement with the teacher and other students in sharing ideas, conversing, and listening during activities as students explore topics.
- that the teacher creates a student-centered learning environment, supports students' use of inquiry, and adequately equips students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others' ideas, give and receive constructive feedback, and exercise fairness and equity.
- that the teacher monitors and evaluates student learning, makes instructional adjustments as part of an ongoing process of assessment, and provides feedback to students.
- that the teacher supports students in acquiring and applying the tools and skills they need to become independent meaning makers and language users, or employs a repertoire of approaches and materials to meet the needs of students.
- that the teacher implements reading instruction and integrates language arts processes that are connected to the learning goals; sequences and structures instruction so that students can achieve the goals; or creates opportunities for students to engage in self-directed learning or meaningful expression. There may be little or no connection between instruction and goals, or the instruction may lack a logical sequence and structure.
- that the teacher draws on knowledge of students' backgrounds, needs, abilities, and interests, and on her or his own knowledge of literacy: reading–language arts in selecting goals and in selecting appropriate instructional approaches or resources that support these goals.
- that the teacher communicates adequately about the pedagogical decisions made before, during, and after instruction; describes her or his practice accurately; analyzes it; reflects on its implications for future teaching; and seeks ways to improve practice to promote student learning.

Overall, there is *little or no* evidence of establishing a safe, supportive, fair, equitable, and challenging environment that fosters the active engagement of students with the teacher and with each other in sharing ideas and in exploring literacy: reading–language arts topics and skills.

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Instructional Context Sheet

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

Video #: []

Candidate ID#: []

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

Instructional Planning Form

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

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

Video #: []

Candidate ID#: []

1. Indicate the unit of instruction.

[]

2. Indicate the instructional goals for the unit.

[]

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

[]

4. Indicate the instructional format chosen for the lesson.

[]

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

[]

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

[]

Introduction to Entry Form

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

Candidate ID#: []

1. Provide a brief overview of your entire entry.

[]

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

[]

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

[]



Component 4

*Early and Middle
Childhood/Literacy: Reading–
Language Arts*

**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 and Middle Childhood/Literacy: Reading–Language Arts (EMC/Literacy: Reading–Language Arts) Component 4: Effective and Reflective Practitioner portfolio entry, instructions on how to develop and submit your evidence, and the scoring rubric used to assess your work.

Component 4: Effective and Reflective Practitioner

This portfolio entry provides you with the opportunity to highlight your abilities as an effective and reflective practitioner in developing and applying your knowledge of your students. You will gather information from a variety of sources about a group of students; use assessments to effectively plan for and positively impact your students’ learning; and provide evidence of your collaboration with families and caregivers, the community, and colleagues and of your contributions to learning communities to advance students’ learning and growth. The types of information you submit, the sources of that information, and how you use it will be specific to your subject area and the unique characteristics of your students, school, district, and community. This portfolio entry and the rubric used to assess your submission align with the Five Core Propositions and the certificate area Standards. Remember to refer to the Standards for a complete understanding of the characteristics and expectations of accomplished teaching in your certificate area.

EMC/Literacy: Reading–Language Arts Component 4 Portfolio Entry

In the EMC/Literacy: Reading–Language Arts Component 4: Effective and Reflective Practitioner portfolio entry:

- You provide a profile, or description, of one group of students you select from the current school year. The profile will be developed from and supported by information you collect about the group of students. For Literacy: Reading–Language Arts, the group may be a whole class or a group of students with whom you work and who share similar characteristics. If you work with one or more whole classes of students, you **must** select an entire class of students as your group. If you do not work with an entire class of students, but you work with a number of students who share similar characteristics and work with them separately, these students may constitute your group.

Note that throughout these instructions, “group” refers to either your entire selected class, if you are using one, or to another group of students as described above.

- You provide evidence that you collect relevant information about your group of students from data sources and through communications with people who know your students well. This evidence proves that you base assessment practices on your knowledge of the students and understanding of sound assessment principles, including assessment purpose, validity, and fairness. You show that you use assessments, the information gained from assessments, and other data sources to positively impact these students’ learning. You must link the assessment data to your practice; be specific about how the data you submit provides support for what you do in the classroom.

- You submit evidence that you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts in the school, district, community, or other learning communities designed to support students' learning and growth. See later in these instructions for more details about allowable time frames for collecting information and evidence for this section of the portfolio entry.
- You reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

EMC/Literacy: Reading–Language Arts Standards Measured by Component 4

Because the purpose of the tasks in the portfolio entries is to measure your teaching practice, the overall focus of the portfolio entries and rubrics is on your knowledge and skills related to gathering and using relevant information, and how successfully you apply your knowledge and skills to advance student learning.

The portfolio entry for this component, Effective and Reflective Practitioner, measures the following EMC/Literacy: Reading–Language Arts Standards, and your submission will be evaluated based on these standards through the scoring rubric.

- I. Knowledge of Learners
- II. Equity, Fairness, and Diversity
- III. Learning Environment
- IV. Instruction
- V. Assessment
- XI. Teacher as Learner and Reflective Practitioner
- XII. Collaboration with Families and Communities
- XIII. Professional Responsibility

For the complete Literacy: Reading–Language Arts Standards, refer to **www.nbpts.org/national-board-certification/candidate-center**.

The EMC/Literacy: Reading–Language Arts Component 4 scoring rubric defines the level of accomplished teaching that you must demonstrate. The wording in the rubric reflects levels of performance within the Component 4 tasks.

You should read the Standards and the rubric while developing your portfolio entry to understand how the rubric guides assessors in evaluating your work.

Inside This Document

This document includes the following two sections: "[Portfolio Instructions for EMC/Literacy: Reading–Language Arts Component 4](#)," which describes how to develop and submit your evidence, and "[Scoring Rubric for EMC/Literacy: Reading–Language Arts Component 4](#)," which provides the scoring rubric used to assess your work.

Portfolio Instructions

The EMC/Literacy: Reading–Language Arts 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 EMC/Literacy: Reading–Language Arts 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 EMC/Literacy: Reading–Language Arts Component 4

This section contains the directions for developing and submitting the Component 4 EMC/Literacy: Reading–Language Arts portfolio entry and assembling it for submission. Entry directions include

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

Before beginning to work on this portfolio entry, read the following directions for developing each element.

What Do I Need to Do?

This portfolio entry captures your abilities as an effective and reflective practitioner in developing knowledge of your students and then applying that knowledge to advance students' learning and growth. You will show that you base instructional decisions and assessment practices on your knowledge of the students gained from your collaboration with the learning communities as well as your understanding of sound assessment principles. You will demonstrate this understanding through examples of assessments used for formative and summative purposes. You will provide evidence that you use assessments, the information gained from assessments, and other data sources to positively impact the students' learning.

In this entry, you

- describe or build a profile of a group of students by collecting relevant information from families and caregivers, the community, colleagues, and other sources;
- demonstrate that the assessment choices you make in an instructional unit are based on the knowledge of the students that you gain from your collaboration with multiple sources, the learning objectives of the unit, your understanding of sound assessment principles and practices, and how the information is used to effectively plan for and make a positive impact on student learning;
- use your cumulative knowledge of students to analyze and reflect on the effectiveness of your assessment practices and how best to positively impact student learning;
- reflect on your practice to determine a professional learning need and a student need for which you have provided advocacy, collaboration, and/or leadership that positively impacted student learning.

What Do I Need to Submit?

For this entry, you must submit the forms and evidence described in this section. Refer to the specific sections for each part of the portfolio and the "[Component 4 Electronic Submission at a Glance](#)" chart later in this document for detailed instructions about organizing and formatting your materials and page limits.

- **Contextual Information.** Submit a completed **Contextual Information Sheet (no more than 1 page)** that describes the broader context in which you teach. You will identify the type of school/program in which you teach, the grade/subject configuration, and the number of students and courses you teach. Include, as well, information necessary to understand your portfolio entry and any significant information about space, staff, access to technology, and/or other constraints.
- **Knowledge of Students.** Select one class or other group of students as the focus for both the Knowledge of Students and the Generation and Use of Assessment Data sections of this portfolio entry. Remember, if you teach an entire class of students, you **must** use the class as your group. Submit a completed **Group Information and Profile Form (no more than 2 pages)** and associated evidence (**no more than 2 pages**).
- **Generation and Use of Assessment Data.** Select two assessments—**one formative** and **one summative**—to use in this portfolio entry. Submit the following forms that describe these assessment materials:
 - a completed **Instructional Context Form (no more than 1 page)**
 - a completed **Formative Assessment Materials Form (no more than 2 pages)** and associated evidence, including the assessment or a description of it (**no more than 2 pages**), results from the assessment (**no more than 2 pages**), and student self-assessments (**no more than 3 pages**)

Self-assessments from 3 different students (**no more than 3 pages combined**) **must** be included with the Formative Assessment Materials Form. The students' self-assessments used must reflect a process by which the students monitor and evaluate their learning as well as identify ways to improve performance and understanding.
 - a completed **Summative Assessment Materials Form (no more than 1 page)** and associated evidence, including the assessment or a description of it (**no more than 2 pages**) and results from the assessment (**no more than 2 pages**)
- **Participation in Learning Communities.** Describe a professional learning need and a student need that you have met by working collaboratively with colleagues or about which you have shared your expertise in a leadership role with the larger learning community. The needs may be based on the same group of students on which the group profile is based, based on an earlier group of students with whom you worked, or from the broader learning community. The learning community may range from the classes you teach to your department, school, or district and may include your own students, the larger student body of your school or district, other teachers, administrators, school service personnel, and families. The needs must have been identified and actions taken to address them **no more than 24 months prior to the opening of the ePortfolio submission window**. However, evidence of the impact on student learning of the actions taken to address the needs must be drawn from no more than **12 months prior to the opening of the ePortfolio submission window**.

Submit the following forms that describe these needs:

- a completed **Description of Professional Learning Need Form (no more than 1 page)** and associated evidence (**no more than 2 pages**)
- a completed **Description of a Student Need Form (no more than 1 page)** and associated evidence (**no more than 2 pages**)

When selecting your activities, consider the following categories of involvement:

- teacher as learner
- teacher as advocate, collaborator, and/or leader

- **Written Commentary.** Write a commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

Submission Requirements

Variety of Evidence. The evidence submitted for Component 2 and Component 4 and one of the two video recordings submitted for Component 3 may be from the same unit of instruction, but must be from different lessons that have unique lesson goals and objectives—even if all evidence is drawn from a single instructional setting or class. The individual students whose work is featured and any assessments and/or examples of student work submitted for Component 2 must be different from those submitted for Component 4.

Time Frame for Activities and Evidence Collection. For the “Knowledge of Students” and “Generation and Use of Assessment Data” sections, the period for evidence collection is the 12 months prior to the date of the opening of the ePortfolio submission window as described in the *Guide to National Board Certification*.

In the “Participation in Learning Communities” section, identification of a professional learning need and a student need and related professional learning/collaboration may occur up to 24 months prior to the date of the opening of the ePortfolio submission window. Evidence of the impact of that professional learning/collaboration on student learning must be no older than the 12 months preceding the ePortfolio submission window. If you submit your portfolio with one or more sections that feature a class, an assessment, a need, and/or evidence that is older than the time frames described above, that response will be considered inappropriate and **will be treated as missing material** during scoring.

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

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

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

If you are submitting an assessment or student self-assessment in a language other than English, you must include a written English translation in the file with the sample. For a translation of a student self-assessment, label the translation (e.g., “Translation of Student

1’s Self-Assessment”) and include any necessary student identifiers (but do *not* include students’ last names). Note that the pages of your translation do not count toward your page totals.

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

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

Originality Requirements. It may be helpful to have a colleague review your work before you submit it. However, all of the work you submit as part of your response to this portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. For more detailed information, see the ethics and collaboration section in the [General Portfolio Instructions](#) and the [National Board’s ethics policy](#). If you submit materials and/or evidence which are in whole or in part substantially identical to those of another candidate, both of you could be disqualified from the certification process.

Accessing Forms for Submission

Refer to the “[Component 4 Forms](#)” section of this document for the forms you will need to submit your materials. Word-processing files of these forms are also available to download from www.nbpts.org/national-board-certification/candidate-center.

Selecting the Groups of Students

For the Group Profile

Choose one entire class of students or other group of your students for which you will develop a group profile or description. If you work with a whole class, you **must** feature your entire class. If you teach multiple classes, do **not** combine information from different classes for the group profile. If you work with a number of students who share similar characteristics, but you work with them separately, these students may constitute your group. The featured class must be a rostered class or the group of students must be enrolled in a rostered class during the regular school day and year, not an after-school or summer-school program. Note that at least 51% of the students in the group that you use to complete Component 4 must be within the stated age range for the certificate area during the period in which you collect evidence for your portfolio. If you do not adhere to the group composition requirements, you will **receive a not scorable (NS) for the component on your score report**. Note that throughout these instructions, “group” refers to either your selected class, if you are using one, or to another group of students as described above.

For the profile, the students must be your students during the current school year or have been within the 12 months preceding your submission. Your response will be considered on the basis of how you develop knowledge of your students through collaboration with families and caregivers, the community, colleagues, and other professionals; analysis of data you gather; and your use of that knowledge to make appropriate assessment choices and to use assessment to improve student learning.

Provide a profile or description of the group of students you selected to feature in this portfolio entry based on the information you gathered. Include relevant characteristics of the **entire** group that will help others “see” the students as a group of learners who will benefit from the information gathered.

The focus is on your knowledge of the students, your collaboration with others as you gain and make decisions based on that knowledge, and assessment—not on the level of student achievement.

If you are in an administrative position or are in an assignment or teaching setting where you do not have a class of your own that matches the parameters of the certificate area in which you are seeking certification, you may borrow another teacher’s class or students in order to complete the portfolio component. Whether working with your own or another teacher’s students, you will be expected to submit authentic materials that represent your individual work. You must meet the time frames specified in these instructions. Your submission will be assessed in terms of the component tasks and the criteria defined by the rubric. Your work will be assessed with the same standards as the work of candidates who present work generated by their own students.

For Generation and Use of Assessment Data

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

For Participation in Learning Communities

When selecting a group of students for this portion of the portfolio entry, the student needs you consider must come from those identified from your current students and/or needs identified up to two years (24 months) preceding your submission of this portfolio entry. Any professional learning, advocacy, or collaborative activities must have taken place in the current or previous school year (up to 24 months), with **evidence** of the impact of those activities coming from the current school year.

Knowledge of Students

For the class or group of students you selected as the focus for the Knowledge of Students and Generation and Use of Assessment Data sections of this portfolio entry, you will submit a completed **Group Information and Profile Form (no more than 2 pages)**. Write the following on this form:

- a description of the information about the group of students you collected from multiple sources and how you collected it; for example:
 - collecting and analyzing student assessment data or other school data from previous years
 - collecting observational data
 - obtaining relevant information from families and caregivers and other school or professional personnel who have worked with these students or similar groups of students
 - exploring community resources for factors that may affect the school and your students

- a detailed profile or description of the entire class or group of students you selected to feature in this portfolio entry based on the information you gathered:
 - Include what you know about this group of students as learners and what affects your instructional decisions.
 - Identify areas that may require future information gathering.
 - Include relevant characteristics of the group that will help others “see” the class or group and understand your instructional and assessment decision making.

Show that you gathered information from **at least two** of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members. In the file **with** the completed **Group Information and Profile Form**, you must include **no more than 2 pages** of evidence; for example:

- progress charting
- email records
- ongoing notes
- other appropriate methods of sharing information

Generation and Use of Assessment Data

Select a unit and learning objectives that provide opportunities to use assessments for formative and summative purposes with the same class or group of students for which you have developed the profile. Use assessments that are appropriate in the context of the instructional unit and for the students in this group, and that produce accurate and reliable results that contribute to these students’ learning.

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

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

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

- a completed **Instructional Context Form (no more than 1 page)** on which you will describe the following:
 - the unit plan
 - the unit objectives
 - why the selected assessments are appropriate for the students and the unit objectives

- a completed **Formative Assessment Materials Form (no more than 2 pages)** and a completed **Summative Assessment Materials Form (no more than 1 page)**. You will submit one file for each assessment form and its corresponding materials, for a total of two files. See important information below about the page limits for these forms. On each form, describe the following:
 - the assessment that you used
 - how the purpose of assessment aligns with learning objectives and how the assessment results support your teaching practice
 - why this assessment is appropriate for the group of students featured in the group profile
 - how the assessment was developed or selected
 - how it was administered and scored
 - how the results are intended to be used

In each file with the completed assessment materials form, include the following:

- **the assessment** if it is teacher-made (**no more than 2 pages per assessment**); do **not** include a copy of a copyrighted or secure ready-made assessment, but instead provide a description of the assessment and its purpose (**no more than 2 pages per assessment**). If you are including the assessment and it is more than 2 pages, you may select which pages to submit. Consider selecting pages that show different types of assessment questions or activities.
- **data or other results** from the assessment that illustrate patterns, trends, or outliers in students' responses or performance (**no more than 2 pages per assessment**). The assessment results must include results for the **entire** class or group of students in your profile, not a subset of students. Consider the best way to represent the results to allow for effective and accurate analysis of the outcomes.
- for the formative assessment only, **examples of the use of self-assessment by 3 different students** as part of the assessment process (**no more than 3 pages combined**); for example:
 - student self-evaluation using a rubric or checklist
 - transcript of a conversation between students or between a student and the educatorWhile the students' self-assessments may be tied to the submitted formative assessment, they are not required to be. The examples should, however, reflect the use of self-assessment for formative purposes during the same unit of instruction.

Page Limits for Assessment Materials

- The file for the **formative assessment** may have a total of **up to 9 pages**:
 - up to 2 pages for the form
 - up to 2 pages for the assessment or description
 - up to 2 pages for the data/results
 - up to 3 pages for the self-assessments
- The file for the **summative assessment** may have a total of **up to 5 pages**:
 - up to 1 page for the form
 - up to 2 pages for the assessment or description
 - up to 2 pages for the data/results

When submitting assessment materials, remember to follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.

You must have a signed National Board Student Release Form for each student whose work samples you submit, as well as a signed National Board Adult Release Form for any adult whose communication (e.g., email, note to the teacher) is included in your submitted portfolio. It is your responsibility to keep these release forms on file indefinitely in the event a question arises regarding these permissions. In addition, National Board may request a copy of these forms as documentation for your portfolio component. The National Board release forms are available as PDF downloads from www.nbpts.org/national-board-certification/candidate-center.

How to Format and Submit Your Assessment Materials

- Complete an assessment materials form for each assessment: one formative and one summative (refer to the “Component 4 Forms” section of this document). Include the associated assessment **only if it is not copyrighted or secure** (do **not** include a copyrighted or secure ready-made assessment) or a description of the assessment and data or other results from the assessment after each form in your file for submission. For the formative assessment, also include examples of the 3 students’ use of self-assessment (one example per student).
- Be sure that your assessment materials are legible and refer to people and places in ways that preserve anonymity. Follow the “Guidelines for Referring to People, Institutions, and Places” section in the *General Portfolio Instructions*.
- Place your candidate ID on each assessment form where indicated. Clearly label the assessment (or description if the assessment itself cannot be included) and the data as “Formative” and “Summative,” as appropriate. Label each student’s use of self-assessment as “Student 1,” “Student 2,” and “Student 3.” **Do not leave personally identifiable information on any documents you submit.**
- Format your materials to fit onto an 8.5" × 11" page.
 - Do not reduce full-sized pages of assessment materials to fit more than one assessment material onto a single 8.5" × 11" page. Do not use a smaller font or narrower margins in an attempt to fit in more information. **If content has been manipulated to fit, assessors will not read anything beyond the equivalent to the specified maximum length.**
 - If you need to submit a description in place of the actual assessment, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides (**no more than 2 pages**).
 - If materials contain Web pages, each 8.5" × 11" Web page print out or PDF counts as **1 page** toward your page total.
 - If submitting smaller items (including photos and images, but **not text**), you may format several smaller items on one 8.5" × 11" page, which counts as **1 page** toward your page total. Each of the items must be large and clear enough for relevant details to be visible without magnification.
- If materials that are important for assessors to see are impractical to submit (e.g., slide projections, writing on a chalkboard or whiteboard, software, three-dimensional objects, video or audio recordings, multi-dimensional product), submit a digitized drawing, image, or photograph of adequate size to be visible without magnification or a description of the materials. If you submit a description, it must be typed in double-spaced 11-point Arial font with 1" margins on all sides. The images or description will count toward your page total.

- Submitted materials with illegible text or images too small to be clearly viewed will not be scored.
- Assessors will only read up to the allowable page limit. Information on pages exceeding the maximum will not be considered in the scoring of your submission.

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

Participation in Learning Communities

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

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

- A completed **Description of Professional Learning Need Form (no more than 1 page)** on which you will describe the following:
 - a need for professional learning by yourself and/or by yourself and your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time) and assessment practices (**up to 24 months prior to the ePortfolio submission window**)
 - how you met that need (**up to 24 months prior to the ePortfolio submission window**)

In the file with the completed Description of Professional Learning Need Form, **include evidence (no more than 2 pages of evidence combined)** of the following:

- evidence of how you met the professional learning need (**up to 24 months prior to the ePortfolio submission window**)
- evidence of the impact of your actions on student learning (e.g., students’ performance before and after the actions were taken) (**up to 12 months prior to the ePortfolio submission window**)

The file for the **professional learning need** may have a total of **up to 3 pages**:

- up to 1 page for the form
- up to 2 pages for the evidence
- A completed **Description of a Student Need Form (no more than 1 page)** on which you will describe the following:
 - a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association) (**up to 24 months prior to the ePortfolio submission window**)

- how you collaborated with others to meet that student need (**up to 24 months prior to the ePortfolio submission window**)

In the file with the completed Description of a Student Need Form, **include evidence (no more than 2 pages of evidence combined)** of the following:

- evidence of the student need (**up to 24 months prior to the ePortfolio submission window**)
- evidence of how you collaborated with others to meet the student need (**up to 24 months prior to the ePortfolio submission window**)
- evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community) (**up to 12 months prior to the ePortfolio submission window**)

The file for the **student need** may have a total of **up to 3 pages**:

- up to 1 page for the form
- up to 2 pages for the evidence

Written Commentary

In this entry, you submit a Written Commentary (**no more than 12 pages**) on your practice of gathering and using information about students and how you contribute to positive changes for students.

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Knowledge of Students**
 2. **Generation and Use of Assessment Data**
 3. **Participation in Learning Communities**
 4. **Reflection**
- Address the italicized questions in the following section entitled "What to Include in Your Written Commentary."
- Refer to the "Writing about Teaching" section in the *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in the *General Portfolio Instructions*. **Do not leave personally identifiable information on any documents you submit.**
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document, using an 8.5" × 11" page size.
- Refer to the "Component 4 Electronic Submission at a Glance" chart in this document for complete submission requirements.

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of no more than 12 double-spaced 8.5" × 11" pages. If you submit a longer document, only the first 12 pages will be scored.

What to Include in Your Written Commentary

Your Written Commentary must address the italicized questions provided below for each section. Statements in plain text that immediately follow an italicized question help you interpret the question. It is not necessary to include the italicized questions within the body of your response. Use the suggested page lengths in parentheses after each section heading as a guideline when addressing the questions in each section.

1. Knowledge of Students (Suggested length: 2 pages)

In this section, address the following questions:

- *What and who were the sources for the information that you gathered? What guided you in selecting those particular sources of information? Why were those sources appropriate for the information you were collecting and the selected class or group of students? How did you determine the relative importance of the different kinds of information you gathered?*
- *What are some of the trends you identified from the information you gathered from multiple sources? How did you identify or confirm the trends?*
- *What other factors did you take into account when analyzing and reflecting on the various sources of information and why?*
- *Based on your analysis, what are the needs of this group of students and what kinds of supports do you anticipate providing in order to meet those needs in fair and equitable ways? What other educators, professionals, family members, or community members will you need to collaborate with to meet these students' needs and why? [You will show how you apply this information to one particular unit of instruction in the next section.]*

2. Generation and Use of Assessment Data (Suggested length: 5 pages)

In this section, address the following questions:

- *How did you use the knowledge of this group of students that you collected and developed and the unit objectives to inform the planning of this unit? Specifically, how did that knowledge inform the kinds of assessments (formative and summative) you planned to use and any modifications that would be necessary given students' learning modalities, social and emotional growth, exceptionalities, abilities, interests, etc.?*
- *What steps did you take to ensure the assessment results provided consistent, fair, and accurate information about students' performance?*
- *What did your analysis of the results of the formative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? Cite specific examples from the submitted evidence. What other factors did you take into account as you analyzed and interpreted the results?*
- *What adjustments to the unit plan did you make based on the results of the formative assessment? Be sure to show a direct link between the information you gleaned from the assessment data and the instructional plans you made. Describe what, if any, additional resources or supports you provided or steps you took to work with families, colleagues, or others in the community.*

- *What did your analysis of the results of the summative assessment tell you about where the students as a group are in relation to the unit objectives? What patterns, trends, or outliers did you see in the results? How did that inform instruction as you went forward? What other factors did you take into account as you analyzed and interpreted the results?*
- *How did you support students' use of self-assessment during the unit to achieve the unit objectives?*
- *How did you apply the knowledge you accumulated through the multiple sources you consulted and the unit assessments to future instruction with this group of students? Be sure to cite specific examples.*

3. Participation in Learning Communities (Suggested length: 2 pages)

In this section, address the following questions:

- *How did you identify the area of need for professional learning? What factors or information did you consider in determining how to meet that need? What impact did addressing the professional learning need have on student learning?*
- *How did you identify the student need requiring advocacy, collaboration, and/or your leadership? Whom did you work with and what was your role? What factors or information did you consider in determining how to meet the student need? Was the need schoolwide or content-specific? What impact did addressing the student need have on student learning?*

4. Reflection (Suggested length: 3 pages)

In this section, address the following questions:

- *How effective were your efforts to develop knowledge about the class or group of students you selected? In the future, what different approaches or additional steps might you take to further enhance your knowledge of students and why?*
- *How has your assessment practice evolved as you have gained knowledge of your students and learned from your experiences; your interactions with colleagues, students' families and caregivers, and other community members; or your participation in professional development opportunities and learning communities?*
- *Were your professional learning and collaborative learning community activities as effective in advancing students' learning and growth as you expected? If so, what contributed to a positive result? If not, what factors influenced that outcome?*
- *Considering the major areas of professional practice addressed in this entry (developing knowledge of students, collaborating with others, using assessment, participating in learning communities), what is your plan for continuing to have a positive impact on students' learning and growth in the future?*

Component 4 Electronic Submission at a Glance

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

EMC/Literacy: Reading–Language Arts 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 students' 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 student'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 student 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 student 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 student self-assessments **must be redacted**. Do **not** leave personally identifiable information on any documents you submit.

Do **not** include a copyrighted or secure ready-made assessment or any other copyrighted materials with your submission.

Contextual Information Sheet

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

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

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

Candidate ID#: []

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

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses Taught: []

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

Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.

[]

Group Information and Profile Form

Directions: Respond to the prompts below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Group Information and Profile Form, include **no more than 2 pages** of evidence (e.g., progress charting, email records, ongoing notes) that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members.

Candidate ID#: []

1. Describe the information about the group of students you collected from multiple sources and how you collected it.

[]

2. Describe the group of students you selected to feature in this portfolio entry based on the information you gathered.

[]

Instructional Context Form

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

Candidate ID#: []

1. Describe the unit.
[]
2. Describe the unit objectives.
[]
3. Describe why the selected assessments are appropriate for the students and the unit objectives.
[]

Formative Assessment Materials Form

Directions: Respond to the prompt(s) below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

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

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)
- Examples of 3 students' use of self-assessment (**no more than 3 pages**)

Candidate ID#: []

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

2. Provide context for the examples of student self-assessments.
[]

Summative Assessment Materials Form

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

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

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

Candidate ID#: []

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

[]

Description of Professional Learning Need Form

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

With the completed Description of Professional Learning Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of how you met the professional learning need you described below
- Evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

Candidate ID#: []

1. Describe a need for professional learning by yourself and/or your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time).

[]

2. Describe the evidence you provided of how you met the professional learning need you described above.

[]

Description of a Student Need Form

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

With the completed Description of a Student Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of the student need
- Evidence of how you collaborated with others to meet the student need
- Evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

Candidate ID#: []

1. Describe a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association).

[]

2. Describe the evidence you provided of how you collaborated with others to meet the student need you described above.

[]

Scoring Rubric for EMC/Literacy: Reading–Language Arts Component 4

Level 4

The **LEVEL 4** performance provides clear, consistent, and convincing evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

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

- collaborates effectively with families and caregivers, colleagues, and others to develop information about a group of students and insightfully evaluates the information for relevance and relative importance.
- applies the in-depth knowledge gathered about the group of students in planning effective and fair instruction and assessment.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction and assessment practices to meet students' needs.
- helps students effectively apply feedback from assessments in ways that positively impact the students' learning, skillfully enabling students to use assessment as a tool to take responsibility for their own learning.
- actively encourages, guides, and supports student self-assessment to help students become active participants in their education and to evaluate and think critically about their performance.
- systematically and insightfully reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- methodically expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute measurably to student learning and growth.

Overall, there is *clear, consistent, and convincing* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 3

The **LEVEL 3** performance provides *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 3 performance provides *clear* evidence the teacher:

- collaborates appropriately with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- adequately applies the knowledge gathered about the group of students in planning instruction and assessment.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction to meet students' needs.
- helps students adequately apply feedback from assessments in ways that positively impact the students' learning, routinely enabling students to use assessment as a tool to take responsibility for their own learning.
- encourages, guides, and supports student self-assessment to help students become active participants in their education and to evaluate and think critically about their performance.
- regularly reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth.

Overall, there is *clear* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 2

The **LEVEL 2** performance provides *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 2 performance provides *limited* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance. The information gathered may be incomplete or superficial.
- applies the knowledge gathered about the group of students in planning instruction and assessment. The connection between the gathered information about the students and the unit objectives, instruction, and/or assessments may be unclear or weak.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be inappropriate or ineffective for the intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, or modify instruction to meet students' needs. The data may be incomplete or the effect of the data on instruction is vague or general.
- helps students apply feedback from assessments in ways that positively impact the students' learning.
- guides and supports student self-assessment to help students become active participants in their education and evaluate and think critically about their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The link between activities for expanding one's professional knowledge and the impact on student learning and growth may be unclear or weak.

Overall, there is *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

Level 1

The **LEVEL 1** performance provides *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

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

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- applies the knowledge gathered about the group of students in planning instruction and assessment. There may be little or no connection between the gathered information about the students and the unit objectives, instruction, and/or assessments.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning. There may be gaps or poor articulation between steps in the process.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be missing and/or disconnected from their intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction. The data may be incomplete or minimal and not used effectively to impact instruction.
- helps some students apply feedback from assessments in ways that impact the students' learning.
- supports student self-assessment to help students become active participants in their education and encourages students to evaluate their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The cited activities may be trivial and/or have little connection to student learning and growth.

Overall, there is *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

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Contextual Information Sheet

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

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

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

Candidate ID#: []

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

[]

2. Briefly identify.

Grades: []

Age Levels: []

Number of Students Taught Daily: []

Average Number of Students in Each Class: []

Courses Taught: []

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

Note: You might include details of any state and/or district mandates as well as information regarding staff, scheduling of classes, available space, and access to current technology.

[]

Description of Professional Learning Need Form

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

With the completed Description of Professional Learning Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of how you met the professional learning need you described below
- Evidence of the impact of your actions on student learning (e.g., students' performance before and after the actions were taken)

Candidate ID#: []

1. Describe a need for professional learning by yourself and/or your colleagues that you identified as a result of your knowledge of students (either a particular group or accumulated over time).

[]

2. Describe the evidence you provided of how you met the professional learning need you described above.

[]

Description of a Student Need Form

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

With the completed Description of a Student Need Form, include the following evidence (**no more than 2 pages combined**):

- Evidence of the student need
- Evidence of how you collaborated with others to meet the student need
- Evidence of the impact of the collaboration on those the plan was intended to benefit (e.g., colleagues, your students, others' students, families and caregivers, school community)

Candidate ID#: []

1. Describe a student need (of a specific group of students or a broader population) you identified that required advocacy, collaboration, and/or leadership on your part within a larger learning community (e.g., school, district, community, professional association).
[]
2. Describe the evidence you provided of how you collaborated with others to meet the student need you described above.
[]

Formative Assessment Materials Form

Directions: Respond to the prompt(s) below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your response within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompt); both the original text and your response are included in the total page count allowed. Pages exceeding the maximum will not be scored.

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

- The assessment (**no more than 2 pages**) if it is teacher-made **OR** a description (**no more than 2 pages**) if a copyrighted or secure ready-made assessment was used (do not include a copyrighted or secure ready-made assessment)
- Data or other results from the assessment that illustrate patterns, trends, or outliers in students' responses (**no more than 2 pages**)
- Examples of 3 students' use of self-assessment (**no more than 3 pages**)

Candidate ID#: []

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

[]

2. Provide context for the examples of student self-assessments.

[]

Group Information and Profile Form

Directions: Respond to the prompts below (**no more than 2 single-spaced pages in Arial 11-point font**) by typing your responses within the brackets following each prompt. Do not delete or alter any original text on this form (including the header, footer, title, directions, and prompts); both the original text and your responses are included in the total page count allowed. Pages exceeding the maximum will not be scored.

With the completed Group Information and Profile Form, include **no more than 2 pages** of evidence (e.g., progress charting, email records, ongoing notes) that you gathered information from at least two of the following sources: families, colleagues, professionals in the district or in the field, and/or other community members.

Candidate ID#: []

1. Describe the information about the group of students you collected from multiple sources and how you collected it.

[]

2. Describe the group of students you selected to feature in this portfolio entry based on the information you gathered.

[]

Instructional Context Form

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

Candidate ID#: []

1. Describe the unit.

[]

2. Describe the unit objectives.

[]

3. Describe why the selected assessments are appropriate for the students and the unit objectives.

[]

Summative Assessment Materials Form

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

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

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

Candidate ID#: []

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

[]



Forms

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
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CANDIDATE EDUCATION VERIFICATION FORM

Candidate: Write your National Board ID number in the space provided, complete the top part of this form, and give the form to the educational institution that conferred your bachelor's, master's, or doctoral degree (or its equivalent) for that institution to complete and submit.

University/College _____
 Street Address _____
 City _____ State _____ ZIP Code _____

I have applied for the CTE certificate area and a bachelor's degree is not required by my state in order to hold a teaching license.

By my signature, I hereby authorize the National Board for Professional Teaching Standards® (National Board®) or its designated representative to verify information regarding my educational background as indicated on my application. I further authorize the above-indicated institution to release my educational background information to National Board for this purpose and hereby release them from any liability related to the issuance of this information. I also represent that the information on this form is true, and I understand that if I misrepresent or falsify information on this form, National Board Certification® shall be denied or, if granted, revoked.

<i>Signature</i>	<i>Date You Applied for Candidacy</i>
<i>Name (Print)</i>	<i>Last 4 Digits of Your Social Security Number</i>
<i>Previous Last/Maiden Name</i>	<i>Year of Graduation</i>
<i>Years of Attendance</i>	<i>Degree</i>

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