



National Board Certification
Awareness
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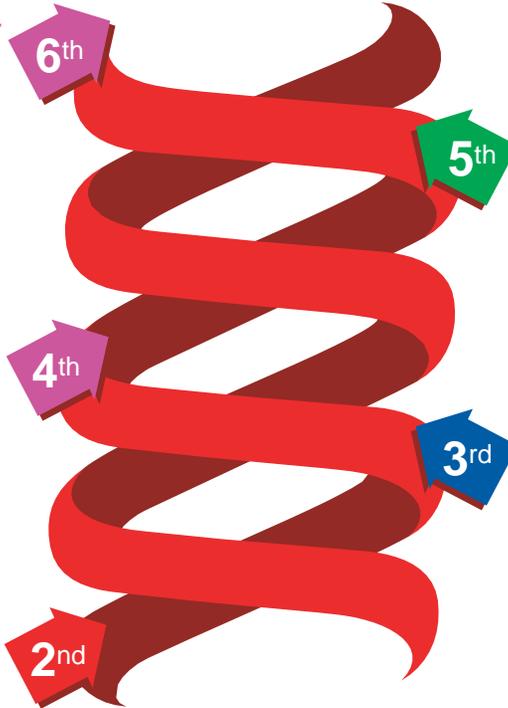
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The Architecture of Accomplished Teaching: *What is underneath the surface?*

Set new high and worthwhile goals that are appropriate for these students at this time



Evaluate student learning in light of the goals and the instruction

Reflect on student learning, the effectiveness of the instructional design, particular concerns, and issues

Implement instruction designed to attain those goals

Set high, worthwhile goals appropriate for these students, at this time, in this setting



Your Students - Who are they? Where are they now? What do they need and in what order do they need it? Where should I begin?

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

Notes on the Architecture of Accomplished Teaching

(Originally prepared by Marian Stallings Cook, Education Consultant)

This model may help candidates to examine their thinking and decision-making processes which characterize good teaching, and which focus on student learning. The two strands of **teaching** and **learning** intersect and undergrid the ongoing action in the classroom. The strands also reflect the format of the entries in the portfolio exercises.

The written commentary section of each entry essentially follows the model. Each commentary question elicits thinking and writing that includes Description and/or Analysis and/or Reflection.

I. The Instructional Context-Bottom of the Model

- a. Type of Writing-Description (D) primarily and some Analysis (A).
- b. Each portfolio exercise asks specific questions regarding the number, ages, and grades taught in the class: Description (D) questions-who, what, where.
- c. In this Instructional Context, "set the scene" for the assessor, providing relevant features that influenced your choice of artifacts or student for the entry.

II. Planning Sections-Setting Goals and Implementation Section

- a. Types of Writing-Description (D) primarily-the what of teaching and learning. Also Analysis (A)-the **so what** of teaching and learning.
- b. "In my response, do I make it clear that I understand why I chose this goal, this teaching activity, this instructional material? If we break into groups, how did I group them, and why this way? If I draw conclusions, did I provide evidence to get to that conclusion?"
- c. In this section, follow directions, answering in the sequence provided, if possible.

III. Analysis Section-Evaluate student learning

- a. Types of Writing-Analysis (A) primarily. Some Reflection (R)-covers the implications of the analysis. Some Description (D) may be necessary.
- b. Spotlight shifts to the student learning and is linked to the prior thinking about goals and strategies-"the how, why, or in what ways" teaching is linked to learning.

IV. Reflection Section

- a. Type of Writing-Reflection (R). Some Description (D) of what the teacher will do next.
- b. Focus now on how the unit/lesson/student work will influence future instruction. How will the lesson be different/improved?

The Architecture of Accomplished Teaching, Annotated

The Architecture of Accomplished Teaching is applicable whether you are teaching Advanced Placement Chemistry to a high school senior or how to tie shoes to a four-year-old. An effective teacher thinks through the steps of the Architecture when making decisions about curriculum and instruction to increase student learning. The National Board process requires that you write your thinking processes as you analyze what you did and why you did it.

First, assessment of students:

- Who are they?
- Where are they now?
- What do they need and in what order do they need it?
- Where should I begin?

To thoroughly answer these questions, you need to tell what you know about the student, how you know these things, and how you use this knowledge to design appropriate instruction and assessments. You might need to tell:

- About the student's home life-circumstances that enhance or inhibit learning; interests, hobbies, talents
- About the student's interactions with others-the acceptance by peers, any cultural or ethnic diversity issues that enhance or inhibit learning or affect the way you work with the student or the student's family
- About the student as a learner-learning modality /style (how the student acquires information), multiple intelligences information (how the student processes the information)
- About the student's academics-prior knowledge the student brings to the study, questions you should have about the student's learning needs, any gaps that exist in the student's background knowledge
- About any special needs of the student (not necessarily special education of 504 accommodations)-does this student have any learning difficulties? Are these short or long term? In what ways do you help the student overcome/compensate for learning difficulties? In what ways do you differentiate for this student? Why do you use these methods? What resources (people or programs) have you used to learn more about this student?
- How did you assess your student's prior knowledge? Why did you use this method? When did you do this? How did you build on your student's prior knowledge?

Set high, worthwhile goals appropriate for these students, at this time, in this setting.

- What are your goals for this part of the instruction? Analyze deeply-what content do you want your students to know or be able to do after this learning sequence? What process skills will your students need to use? What characteristics or work habits do you want your students to learn or use?
- Why is it important that your students know this content? (Connect to future learning in your class and perhaps beyond and show how this content translates to the real world.)
- How will you relate these content and process skills to the real world, the workplace, and/or your students' interests?

Implement instruction designed to attain those goals

- What instructional methods/paths/strategies will you use? Why are these the best ways to teach these students this content? Will you use groups or whole class? Why? If you use groups, how did you design the groups and why did you design them that way?
- What instructional resources and materials do you plan to use? Why are these appropriate resources or materials to use with these students?

Evaluate student learning in light of the goals and instruction

- What assessment tools will you use? Why are these appropriate for these students? (See the assessment standard! Talk about formal and informal assessments that you will use during the course of instruction and any culminating assessments. Be sure to use a variety, determined by the learning needs and styles of your students.)
- How will you provide feedback to your students? Who (you, peers, family, the students themselves) will provide this feedback? How will you make sure this feedback is appropriate, worthwhile, and meaningful?

Reflect on student learning, the effectiveness of the instructional design, particular concerns and issues

- What went well? (This is not bragging. If you can't determine what parts of your instructional plan were effective for your students, how will you know what parts of the plan to use next time?)
- What would you do differently? Why? (In teaching, there is seldom a time when a teacher can say, "There! I did every single thing I could to teach my students this concept. I met every student's needs, learning and otherwise. I enabled each student to reach his or her potential in learning this concept." As you implemented your instructional plan, what ideas did you have for improving it or carrying the learning further? Were there students who didn't quite understand as well as you thought they would? How can you tweak your instructional plan or teaching practice to better address those needs? One good way to

determine these issues is to ask students to reflect on these same questions: what parts of the lesson(s) helped you learn/understand; what parts were not effective for you? Their responses will give you valuable information for adjusting your instruction and will give them an opportunity to reflect on how they learn.)

Set new high and worthwhile goals that are appropriate for these students at this time.

- What are the next logical learning goals for the students? Why is it important that your students know these next content and process skills?
- How did you work with the students to determine together the next set of goals?

From The Architecture of Accomplished Teaching, CERRA-SC, June, 2003

Writing

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Writing about Teaching

Teachers generally have little practice in writing about their teaching, but it is a powerful tool for professional growth. There are essentially three types of writing that teachers can use to illuminate their teaching expertise: descriptive, analytical, and reflective writing. Each type of writing is useful in helping you examine your teaching practice.

It is important to understand from the outset that the written analysis of your teaching is the final visible result of a great deal of less visible labor. The labor is the kind of work that is critical to good teaching but is often overlooked.

Descriptive

For most teachers the place to begin is with description. Description helps you focus on the "what," "where," and "when" questions associated with your teaching. It sets the context for your later analysis of the events you are describing.

When you are asked to describe, you should be:

- Focused on "what" rather than "why"
- Accurate and precise in your explanation of critical features in your classroom, students, lessons, etc.
- Clear and logical in ordering the elements or features of the event, person, strategy, or concept described
- Inclusive of all features or elements that would allow an outsider to see as you see
- whatever is being described

Analysis and Reflection

Thinking analytically about teaching is complicated, because teaching itself is complicated. Systematic and probing questions about "why," "how," and "so what" are key elements in analyzing your practice and beginning to reflect on it. Analysis deals with reasons, motives, and interpretations. Reflection tells you what you have inferred about your practice from the evidence you have described and analyzed.

When you are asked to **analyze**, you should:

- Focus on the "why" rather than the "what"
- Interpret the event, explaining why it happened that way and sharing your understanding of what should come next
- Use evidence to explain and illustrate your practice

When you are asked to **reflect**, you should:

- Focus on interpretation and inference
- Make connections to past experiences and suggest connections to future experiences

Analysis and reflection overlap, although they are not identical. Analysis involves interpretation and examination of why the elements described are the way they are. Reflection, a particular kind of analysis, is a retrospective consideration of your own practice in light of the analysis.

The questions that follow may assist you in getting underneath the surface of the daily details of your teaching. They are intended to help you begin the work of analysis and reflection.

- What was the goal of this assignment?
- Why is this an important goal for student learning of this subject?
- How did this assignment/lesson connect to their learning 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 this topic?
- What did each student do correctly? Incorrectly?
- What are the most striking features of the students' responses?
- What patterns do you see in students' thinking?
- What misconceptions and/or insights do the students' responses reveal?
- What feedback did you provide to the students?
- How does each student's response fit into what you already know about this student?
- What does each student need in order to move understanding forward?
- What did each student learn from the assignment and the instruction which preceded it?
- What did you learn from each student's response?
- In light of your analysis, would you alter your strategies in any way? If so, how and why? If not, why not?
- Would you give the same assignment again? If so, would you prepare the students for it differently? If so, how? If not, what assignment would you give in its place? Why?

Adapted from materials published by the National Board for Professional Teaching Standards by Nadine M. Rouse, April 30, 2000

Qualities of Descriptive Writing

Descriptive writing is a retelling of what happened in a classroom situation. This kind of writing should allow the reader to visualize and understand what the teacher is describing. It "sets the scene" for the assessors. Description is called for when the component prompt uses verbs like state, list, describe, or uses what or which as the interrogatory opening words.

For example:

"What are the relevant features of your teaching setting that influenced your selection of this assessment and these students?"

When a teacher is asked to describe, his/her response should meet the following criteria:

- Accurate and precise enumeration and/or explanation
- Clear and logical ordering of the elements or features of the event, person, concept or strategy described
- Inclusion of supporting features or elements that would allow an outsider to "see" whatever is described.

Descriptive Writing - Example 1

During a major unit on Families, the culminating project was for students to create a booklet. The booklet was to include both written and visual information. During the end of the term, students broke up into groups to share their booklets. Many different activities were done throughout the semester to help students understand and explore key concepts.

Descriptive Writing - Example 2

During a major unit on Families, the culminating project was for the students to create booklets that would introduce their families to a foreign exchange student who would be coming to stay in their homes. The booklet was to include both written and visual information about family structure, roles, history, genetics, and traditions. In-class discussions, field trips, and other activities were done throughout the semester to help students understand the concepts and give them ideas for exploring them. During the end of the term, students broke up into groups to share their booklets. Each student acted as a "foreign" student during the presentation of another student's booklet.

Qualities of Analytical Writing

Analysis depends on the interpretations the teacher made of what happened, examination of why the elements or events described are the way they are. It shows assessors the thought processes the teacher employed to arrive at conclusions made about a teaching situation. Analysis is called for when a prompt asks how, why, or in what way/s. Analysis is required when teachers are asked:

- To identify a particularly successful moment in a sample of teaching and why they regard it as successful
- For a rationale
- What a student performance suggests about their teaching (here the teacher uses the evidence of student work to explain and illustrate his/her practice and also to use his/her practice to explain and provide a context for the student work.)

When a teacher is asked to analyze, his/her response should meet the following criteria:

- The subject of the analysis should be available to the reader (e.g. the student work, the videotape.) If such an artifact is not available, a clear description of what is being analyzed must be given prior to the analysis
- The focus of his/her writing is not on what happened (descriptive) but rather on **why** it happened (analytical).

Analytical Writing -Example 1

The study of the key concept during the families unit was effective in meeting both learning goals for this semester. To introduce the concept, we watched a movie and a program I taped from the Discovery Channel. We also read from 2 books. Then we had a group discussion about the students' families.

At first, the students were hesitant about volunteering answers. I hadn't anticipated this, so I quickly came up with a way to address this. After a brainstorming session, we came up with a wider definition of the concept. I challenged them to take this list home and begin to think about their daily lives with a curiosity about why things were done a certain way. They were also given a week to interview family members, come to class ready to share what they learned, and be able to explain the reasoning or significance behind these activities. I had several days planned for the students to share the information they gathered. For many reasons these were exciting days for all of us.

Analytic Writing - Example 2

The study of the concept of "Traditions" during the Families Unit was effective in meeting both learning goals for this semester. To introduce the concept, we watched *Fiddler on the Roof* and a program I taped from the Discovery Channel called *Assignment Discovery - Cultures Alive/about Mexico, Canada, Wyoming and New Mexico*. We also read from *All Around the Year: Holidays and Celebrations in American Life* by Jack Santino, and *All Roads Are Good: Native Voices on Life & Culture*, edited by Richard West. Then we had a group discussion about the traditions of the students' families. At first the students were hesitant about volunteering answers, because they thought that there was a certain level of formality or importance required in order to call something a tradition. Some even suggested that America doesn't have as many traditions as other countries. I hadn't anticipated this hesitation so, at this point, we had a brainstorming session to come up with a wider definition of "tradition." The students realized that, strictly speaking, a tradition affects a group of people on the scale of a tribe or religious or ethnic group, but that smaller groups also have traditions. At the end of the class period, each student had a list of examples of traditions. I challenged them to take these lists home and begin to think about their daily lives with a curiosity about why things are done a certain way. The students were given a week to interview family members, come to class ready to share their traditions, and be able to explain the reasoning or significance behind these activities. I told them that "because it is a tradition" would not be an acceptable answer.

I had several days planned for the students to share information about their traditions with the class. These days were exciting for all of us. Some students had to do extensive research to discover the source and purposes of their families' traditions, and they became more motivated by learning about their family and its history. Many students brought in props, such as photographs and family heirlooms to help with their discussions. I received notes from several parents thanking me for this assignment, since even they had not previously known the "why" of their traditions. John discovered that the traditional process of bread making has practical reasons. He said, "I always thought we did it that way because Grandma was old-fashioned. Now I know it doesn't turn out right if it's not done carefully." He discovered that the traditions related to making bread are part of the purpose of a family as a means of survival. Another student learned that her family's traditional blessing before meals served as a link to the first generations of her family who arrived in the New World. "I thought everyone said the same blessing we did. Now when we bless our food, I remember our ancestors and what they had to do to put food on their tables. It makes me proud and it reminds me that the food comes from the earth." She learned, as many students did, that many traditions are a way of remembering our connection to the land and forming a sense of community with others. Students replaced their perspective about traditions being old-fashioned or sentimental and gained an appreciation for the social value of traditions. There was much excitement when a student pointed out that some of the rituals involved in clubs and sports teams, such as the cheer done in a huddle before a game, are types of traditions.

Another thing that became apparent was that many traditions are very similar, regardless of a person's religion, age, ethnic background or other factors. For this reason, I had not made specific requirements about the uniqueness of the traditions the students were to investigate. There was a strong bonding among the students when they realized similarities among their traditions, despite differences they perceived between themselves. In addition, there were enough subtle differences in the way a tradition is done, and families' interpretations of its significance, that students realized what makes them and their families unique, while still being a part of the human race. Overall, this exercise alone provided an increased awareness of and respect for the diversity between people and improved self-esteem that will be beneficial to the students in other pursuits.

Qualities of Reflective Writing

Reflection, a particular kind of analysis, always suggests self-analysis, or consideration of practice. Reflection includes written consideration of what a teacher will do next time, based on his/her analysis of what happened and why it happened that way. Reflection is called for when the component prompt asks the teacher to consider the successes of their lessons, and what they would do differently and why.

When a teacher is asked to reflect, his/her response should meet these criteria:

- The subject of the analysis should be available to the reader (i.e. student work samples or a videotape). If such an artifact is not available, a clear description of what is being reflected upon must be given prior to the analysis
- The focus of his/her writing is not on what happened (which is descriptive) or on why it happened (which is analytical) but on the implications for future teaching

Reflective Writing -Example 1

While the unit on Families was very successful, there are a few things that would help it function more smoothly. Some of the ideas were suggested by the parents. Their suggestions will be incorporated into my lessons the next time I do the unit.

Reflective Writing -Example 2

While the unit on Families was very successful, there are a few things that would help it function more smoothly. Many parents were pleasantly surprised about their child's requests for information about the family and were glad to participate in the research but would like to have had some advanced notice. One parent suggested that a letter be sent to parents a week or more in advance to allow parents to talk to other family members and do some thinking about the topic beforehand.

Another parent does genealogy and volunteered to do a presentation in class. This would provide an interesting way to explore traditions about naming. Having the students do family trees would be a useful study of genetics and would give the students personal links to this topic.

Next year I would like to try doing a math unit on patterns prior to starting the "Traditions" unit. By asking the student to recognize patterns in their family lives, perhaps they would understand the definition of tradition more quickly, without as much brainstorming and prompting I had to add to the lesson this year.

Reflective Phrases

Here are some phrases to incorporate as you reflect in your components:

- "Upon reflection ... "
- "After observation ... "
- "This comment tells me that..."
- "It is important for me to realize that ... "
- "This is significant because ... "
- "This activity prompted me to ... "
- "Note that I now believe ... "
- "These comments indicate ... "
- "This could be more effective if..."
- "Continuing to reflect on ... "
- "I focused on ... because ... "
- "To promote (extend, refine, etc) thinking ... "
- "Because of this comment, I ... "
- "I now have greater awareness ... "
- "I realized that ... "
- "The impact of this artifact..."
- "The evidence of this collaboration was ... "
- "The intent of my question was ... "
- "This helped me to refocus on ... "

Writing Tips for Portfolio Components

Getting Ready to Write

You've begun gathering the raw material for each portfolio component: the portfolio component prompt, the assessed standards, and your evidence. Now you're ready to write, but how do you start?

The Habit of Writing

- There are many ways to write. Some people stick to an outline. Other people free-write. There's no right or wrong, there's only you. Use what works for you.
- Don't spend too much time on word choice and grammar while you're getting out your ideas.
- The important thing is to start putting your ideas on paper. If it helps, keep a journal and write several times a week to get in the habit of writing.
- Keep a small notepad with you at all times. Jot down events, observations, and ideas when they occur. You might even want to keep one on your bedside table.

Organization

- A framework or outline to serve as an organizational tool can be helpful. It can help to get you started and may save time spent on off-topic writing.
- Initially, some candidates include the actual questions in their writing. They highlight them in bold print when they first begin to help them stay focused. Then, they remove them as they edit and revise their written commentary.

Constructing a Portfolio Component

This four-level schema may help you think about constructing and editing your component:

- Structure - check that your component as a whole clearly meets the requirements
- Evidence - check that your evidence clearly provides support
- Style - check your usage and consistency
- Grammar and spelling - check your clarity of expression

Structure

Your first goal is to have a portfolio component that meets all the requirements and is easy for the assessor to score.

- The overall structure of each portfolio component is to describe your classroom and instructional context, analyze your instruction and student interaction, and reflect on your instructional practices. To check that your component has all parts, ask yourself:
Description - what?
Analysis - so what?

Reflection - then what?

- Compare your written component to the component requirements. Did you answer the questions that were asked? You can change your writing or your outline, but you can't change the requirements.
- A different assessor reads each component. Therefore, each component must stand on its own. You cannot assume the assessor knows anything about you or your instructional context except what you write in that component.
- Use the scoring guide at the end of each portfolio component.

Evidence

Assessors want to know how your actions demonstrate the National Board standards and you must explain how what you did reflects those standards. You should back up your conclusions with specific and sufficient proof or examples that illustrate your points clearly. Unless you tell them, the assessors will not know why you selected certain student work as evidence or why you made certain instructional decisions.

Analysis

- The most common problem of portfolio components is that are mostly descriptive.
- Teachers make hundreds of decisions a day. Teachers' everyday expertise is implicit knowledge, which never gets expressed. The analysis requirement of the portfolio forces candidates to put their silent knowledge into words.
- Analysis answers the so what? question by giving explanations, rationales, reasoning, and decision-making processes.
- Analysis is often found in statements with because or therefore or in order to.
- The borders between description, analysis, and reflection are fuzzy. What is descriptive in one context can be analytical in another.

Reflection

Reflection is the thought process that occurs after a teaching situation. It suggests self-analysis or retrospective consideration of one's practice in terms of this assessment. This process assumes that an analysis has already been completed and that the teacher is focused on "then what?"

- A typical mistake candidates make is to retell rather than reflect. Remember: Reporting is not reflection.
- Reflective commentary provides an explanation and interpretation of what happened, why it happened that way and the teacher's understand of what should come next.
- Remember there is always something you can do to improve a lesson, even if it is your best lesson.
- Focus not only on weakness but also on your strengths.
- Reflection generally has two parts:
 - What did you learn about the students' learning?
 - What did you learn about your teaching in relation to student learning?

- Some questions to consider
If I were to do this again, what would I do differently?
What did I learn from this experience that will help me plan better next time?
What did my students know before this teaching experience and what did they learn because of it?
What did I learn about my students because of this teaching experience?

Style

In writing, "style" is about consistency and clarity, not flair or extravagance. For portfolio components, this level of editing is less important than it is for works intended for publication. However, style must not be ignored.

- Write simply and choose good words. There's no need to scribe elaborately or utilize inappropriate verbiage.
- Heavily cut unnecessary words that serve no purpose in your writing.
- Don't stretch for synonyms. For example, you can believe more than one thing: you don't have to think, hold, consider, judge, sense, trust or deem.
- Avoid slang, jargon and dialect. Your assessor may be in rural Idaho, uptown Manhattan or Miami Beach. Ask yourself the theater question: Will it play in Peoria? Always explain abbreviations and acronyms.
- Avoid cliches. They're boring.
- Transitions can help the reader follow your thoughts, but they aren't valued in scoring the components. It's okay for your writing to be somewhat choppy, if it satisfies all component requirements.

Grammar and Spelling

Proper grammar and spelling clearly transmit your ideas and appropriately present your professional work.

- Good grammar and spelling score no points, but poor grammar or spelling can make it difficult for your assessors to understand (or focus on) your meaning.
- Use your word processor's grammar checker, but don't trust it.
- As someone to read your component for grammar and spelling.

Editing Portfolio Components

Editing Your Own Writing

- Some people recommend that you put away what you've written, for a few days or weeks. When you come back to it, all the assumptions you made about what the reader knows will jump out at you because you'll have forgotten most of those assumptions yourself.
- Some people recommend reading (or having someone read) your writing aloud. The ear may catch what the eyes missed.
- Make multiple, focused edits. Choose a single focus -don't try to fix everything in one pass.

Editing Someone Else's Writing

- Read through it once, without editing. It's checking the map before you start backseat driving: you may want them to turn right but their left turn may be just as good.
- Remember that you are not the writer. Point out weakness; ask whether they provide evidence for a given standard; indicate ambiguities. Don't write for them.
- Point out the good as well as the bad.

Computer Tips

- Keep old versions of your files. When you open a portfolio component's word processing file, choose menu FILE, option SAVE AS, and save it with that day's date in the file name (e.g. "Component 1, Nov 1"). That way, if you make a bad mistake and then save the file, you can go back to an earlier version.
- Keep backups of your portfolio component files. Most people back files on an external flash drive or hard drive. Others email files to family outside of earthquake country for safekeeping. Some use free web services such as Xdrive for their backups.
- Use antivirus software and update the virus detection files frequently.

What's the Most Beautiful Thing You Know About...?

Melanie Quinn and Ruth Shagoury

We've been meeting each week this spring with a group of teachers pre-K through grade 12, all of us exploring literacy teaching in our classrooms around our teacher research questions. We've all been looking closely at one student in our class that we are intrigued by or wondering about. In order to look at each student through fresh and positive eyes, we read aloud the book **What's the Most Beautiful Thing You Know About Horses?** (1998) by Richard Van Camp.

Van Camp is a member of the Dogrib nation of the Northwest Territories of Canada, and an emerging voice in the Native American literary movement. He wrote this children's book in order to understand horses, since his people are not horse people and he's always been curious to learn more about them. The format of his book is simple: he asks different people, "What's the most beautiful thing you know about horses?" He receives responses such as: "The most beautiful thing about horses is that they always find their way home" and "I love their breath. You can feel their breath move through their chest. They stare at you as they breathe. Their soul comes right out."

After we read the book aloud and shared the vivid and colorful illustrations, we asked everyone to write, "What's the most beautiful thing you know about... your student?"

After a ten-minute quickwrite, we shared our writing in partners, and then with the whole group. As we discussed our discoveries, we found different ways to approach how we might work with our students.

Sandy wrote that the most beautiful thing about Jack is "when he is excited about something, his face lights up as if it is the best idea he has ever been part of. He is at the same time, joyous and serious, determined and open, elated and hard-working." Sandy plans to try to tap into this energy more intentionally.

Erika decided "The most beautiful thing I know about Skye is her smile and the quirky, flirty way she said, 'Maybe I will.' When she gives me hints of confidence like this, I'm going to believe her and pursue it."

Rob wrote about his case study's "quiet determination to succeed that I could not see at first." This realization in turn sparked Rob's determination "to stick with him and share in his vision of success."

It's important to see -- and re-see -- our students. What we can recognize as "the most beautiful thing we know about them" can lead us to see new possibilities in our work together.

Spring time is a wonderful season to turn to these possibilities, remembering that during this long winter, just under the ground (and snow!) were plants ready to shoot up and blossom. We're planning to expand to other ways to use Van Camp's terrific book as a nudge for our study groups and work with colleagues with similar questions:

What's the most beautiful thing you know about your teaching mentor? What's the most beautiful thing you know about teaching reading? What's the most beautiful thing you know about conferring with students?

We hope you'll discover many beautiful things about teaching literacy this spring!

Melanie Quinn

Melanie Quinn works as an instructional coach in the Evergreen (Washington) School District. She has a doctorate in literacy education from Lewis and Clark College (Portland, Oregon).

Ruth Shagourv

Ruth Shagoury (formerly Hubbard) is the Mary Stuart Rogers Professor of Education at the Graduate School of Education at Lewis & Clark College. She works with students of all ages, from preschool through adult learners. Ruth has written over a dozen books on topics ranging from early writing development to teacher research.

Shagoury, R., & Quinn, M. (2013) *What's the most beautiful thing you know about...?* Choice Literacy. Retrieved from: <https://choiceliteracy.com/article/whats-the-most-beautiful-thing-you-know-about/>

I. Think about a particular student on whom you feel your teaching had a significant impact...

- a. Briefly describe the student as a learner.

- b. Give specific examples to support your descriptions.

- c. Describe a teaching challenge presented to you by this student.

II. Think about a favorite instructional sequence you might use in an entry...

- a. What is one of your learning goals (content and/ or process) for this sequence?

- b. Why is this goal important for your students?

- c. What particular strategy or strategies do you use to achieve the goal(s) and why do you use them?

- If your artifacts are in Braille, you must provide translations of the materials. Translations do not count toward the page total.
- Be sure that your documents are legible and refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of each document.

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

Composing Written Commentary

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

How to Organize and Present Your Written Commentary

- Create a word-processing document to compose your commentary. Enter the following section headings in the document:
 1. **Student Profile**
 2. **Discussion of One Question**
 3. **Discussion of Assessment Tool(s)**
 4. **Reflection**
- Address the italicized questions in the following section entitled "[What to Include in Your Written Commentary](#)." Provide your analysis under the appropriate section heading in your document.
- Refer to the "Writing about Teaching" section in *General Portfolio Instructions* for advice on developing your commentary and to see Written Commentary examples.
- When writing your commentary, refer to people and places in ways that preserve anonymity. Follow the "Guidelines for Referring to People, Institutions, and Places" section in *General Portfolio Instructions*.
- Place your candidate ID number in the upper right corner of the first page of your commentary document.
- Use the following language and format specifications when writing your commentary:
 - Write in English.
 - Use double-spaced 11-point Arial font.
 - Format 1-inch margins on all sides of the document.

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

- Your commentary will be scored based on the content of your analysis; however, proofread your writing for spelling, mechanics, and usage.
- Submit a document for your commentary of **no more than 13 pages**. If you submit a longer document, only the first 13 pages will be scored.

What to Include in Your Written Commentary

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

1. Student Profile (Suggested length: 3 pages)

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

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

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

In this section, address the following questions:

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

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

In this section, address the following questions:

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

4. Reflection (Suggested length: 3 pages)

In this section, address the following questions:

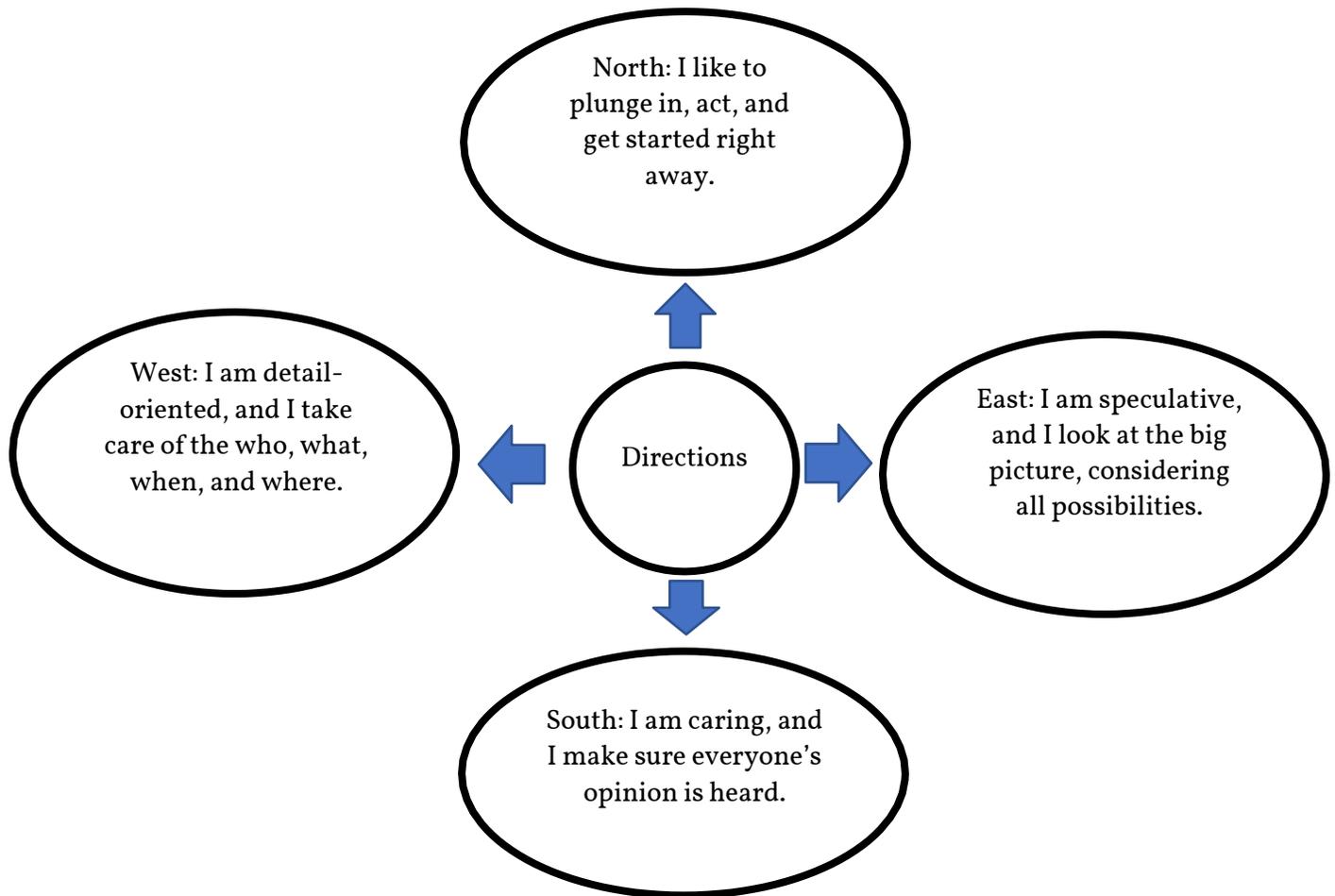
- *As you reflect on your teaching and work with this featured student, what have you learned about your practice? Describe how investigating a student need, posing a specific and targeted question, selecting and/or designing and using an assessment tool or tools, developing and/or modifying goals, and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

Activities

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Directions Team Building Activity

The direction team building is a way to group your students.



Questions:

1. What are the strengths of my "direction"?
2. What are the limitations of my "direction"?
3. What "direction" do you find most difficult to work with and why?
4. What should other "directions" know about you before you work together?

Students declare a direction that they feel best describes them. Each direction gets together and answers the questions as a group.

After they answer the questions as a group (direction), they should report their answers to the entire class. A group composed of one person from each direction works very well together. Two "Wests" together usually slows down any task!

What Teachers Should Know and Be Able to Do

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What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Introduction

In 1983, public concern about the state of American education was sharply heightened by the issuance of a federal report titled *A Nation at Risk*. The report provoked a wave of reform initiatives that engulfed the education community. Most of these programs, however, left out a critical element of the education equation: the classroom teacher.

If America is to have world-class schools, it must have a world-class teaching force. Many excellent teachers already work in the schools, but their work often goes unrecognized and unrewarded. As a consequence, many first-rate practitioners leave the schools, and others who could be exceptional teachers never consider teaching. Worse still, the knowledge and skills of the fine teachers who remain are often underutilized, their positive influence allowed only modest scope.

Three years after *A Nation at Risk*, in 1986, the Carnegie Task Force on Teaching as a Profession issued a pivotal report, *A Nation Prepared: Teachers for the 21st Century*. Its leading recommendation called for the establishment of a National Board for Professional Teaching Standards. The following year, this unique institution in the history of American education was born.

The **National Board's mission** 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 in American education and to capitalize on the expertise of National Board Certified Teachers.

National Board Certification®, developed by teachers, with teachers, and for teachers, is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for beginning teachers, National Board Certification has established advanced standards for experienced teachers.

Linked to these standards is a new generation of fair and trustworthy assessment processes that honor the complexities and demands of teaching. They focus on teacher work and the difficult issues that accomplished teachers confront on a regular basis. The N BPTS assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

At the time the National Board was founded in 1987, it was understood that a critical first task was the development of a policy that would spell out the National Board's vision of accomplished practice. In 1989, it issued its policy statement, *What Teachers Should Know And Be Able To Do*, which has served as a basis for all of the standards development work N BPTS has conducted. To this day, it remains the cornerstone of the system of National Board Certification and has served as a guide to school districts, states, colleges, universities and others with a strong interest in strengthening the initial and ongoing education of America's teachers. It also holds the promise of being a stimulus to self-reflection on the part of teachers at all levels of accomplishment as well as a catalyst for healthy debate and the forging of a new professional consensus on accomplished practice in each field of teaching.

What Teachers Should Know and Be Able to Do

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What Teachers Should Know and Be Able to Do

In this policy, the National Board presents its view of what teachers should know and be able to do--its convictions about what it values and believes should be honored in teaching. This expression of ideals guides all of the National Board's standards and assessment processes.

The fundamental requirements for proficient teaching are relatively clear: a broad grounding in the liberal arts and sciences; knowledge of the subjects to be taught, of the skills to be developed, and of the curricular arrangements and materials that organize and embody that content; knowledge of general and subject-specific methods for teaching and for evaluating student learning; knowledge of students and human development; skills in effectively teaching students from racially, ethnically, and socioeconomically diverse backgrounds; and the skills, capacities and dispositions to employ such knowledge wisely in the interest of students.

This enumeration suggests the broad base for expertise in teaching but conceals the complexities, uncertainties and dilemmas of the work. The formal knowledge teachers rely on accumulates steadily, yet provides insufficient guidance in many situations. Teaching ultimately requires judgment, improvisation, and conversation about means and ends. Human qualities, expert knowledge and skill, and professional commitment together compose excellence in this craft.

The National Board has led the vanguard effort to develop professional standards for elementary and secondary school teaching. The National Board Certified Teachers® stand for professionalism in the schools. The National Board's responsibility is not only to ensure that teachers who become National Board Certified meet its professional standards of commitment and competence, but also to maintain standards and assessments that are so well regarded that America's accomplished teachers will decide to seek National Board Certification.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Policy Position (Five Core Propositions)

The National Board for Professional Teaching Standards seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities and commitments reflected in the following five core propositions.

1. Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. 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 knowledge of their students' interests, abilities, skills, knowledge, family circumstances and peer relationships.

Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and their respect for learning. Equally important, they foster students' self-esteem, motivation, character, civic responsibility and their respect for individual, cultural, religious and racial differences.

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 faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

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 of strategies and instructional materials that can be of assistance. They understand where difficulties are likely to arise and modify their practice accordingly. Their instructional repertoire allows them to create multiple paths to the subjects they teach, and they are adept at teaching students how to pose and solve their own problems.

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

Accomplished teachers create, enrich, maintain and alter instructional settings to capture and sustain the interest of their students and to make the most effective use of time. They also are adept at engaging students and adults to assist their teaching and at enlisting their colleagues' knowledge and expertise to complement their own. Accomplished teachers command a range of generic instructional techniques, know when each is appropriate and can implement them as needed. They are as aware of ineffectual or damaging practice as they are devoted to elegant practice.

They know how to engage groups of students to ensure a disciplined learning environment, and how to organize instruction to allow 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 to learn and how to maintain their interest even in the face of temporary failure.

What Teachers Should Know and Be Able to Do

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Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for measuring student growth and understanding and can clearly explain student performance to parents.

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

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students – curiosity, tolerance, 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 the literature, but also in their experience. They engage in lifelong learning which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers 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 contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Supporting Statement

We each remember the great teachers who touched our lives, kindled our interest and pressed us to do our best. We hold powerful images of such teachers. They exhibited a deep caring and love for children. They conveyed a passion for the subjects they taught, captivating their students with that passion. They approached their work with creativity and imagination, striving constantly to improve. As committed professionals, they were proud to be teachers.

The images of teaching that we share are deceptive as well as compelling. They emphasize teaching's external aspects, not its inner workings. If we fondly recall the great teachers of our past, we also typically see teaching as a humble undertaking. It concerns itself with the least powerful age group in society. It involves such seemingly routine activities as arranging seat-work, lecturing, reviewing and responding to students' efforts, and disciplining their behavior.

Historically, there is an enduring constancy in the organization of schools, of classrooms and of teaching itself. Self-contained classrooms, whole-group, textbook-centered instruction, teaching as telling, learning as the passive acquisition of facts, standardized testing – these patterns of schooling are as familiar as chalk dust. They constitute an unintended national curriculum that, as an unrelieved diet, does not adequately serve the educational needs of a diverse and dynamic society. Good teachers, of course, depart in many ways from these routines.

These pervasive images underestimate teaching's complexities and freeze the enterprise into forms that overlook its non-routine nature and the importance of independent professional judgment in the life of the accomplished teacher. But teaching is work of the most demanding sort, for teachers must make dozens of decisions daily, command a wide body of knowledge and skill, learn to react instantly, and be disposed to act wisely in difficult situations. And while there are principles and precepts, skills and techniques, to guide the work, teaching is also an activity with artistic aspects, a craft calling for reflection and judgment.

Although complicated, teaching nonetheless evokes simple, reductionist analysis. Much of the discourse on teaching and learning pulls apart what must be joined in practice. Chroniclers of teaching, for example, often assign the teacher's primary loyalty to the student or to the subject, with elementary teachers often characterized as "student-centered" and secondary teachers seen as "subject-centered." This dichotomy is false. Sound teaching merges commitment to students with allegiance to knowledge at all grade levels. All teachers must uphold the claims of knowledge, yet strive to build spacious avenues from such knowledge to students' understanding.

There is likewise a tendency to frame teaching either in terms of imparting valuable knowledge or as encouraging the acquisition of skills. But knowledge and skill are not disjoint. Knowledge – in the form of specific facts and organizing principles – is necessary to the exercise of most skills, just as a range of skills is necessary to the acquisition and construction of knowledge. Knowledge and skill cannot be pulled apart, nor can one assume pride of place over the other.

Another commonplace fallacy is to distinguish "basic" from "higher-order" skills, and to regard mastery of the basics as a precondition to advanced forms of reasoning and functioning. Accomplished teachers realize that higher-order thinking is the hallmark of successful learning at all levels. Students, for example, cannot become good writers without engaging in complex problem-solving processes, nor can they effectively learn basic mathematics simply by memorizing rules for manipulating numbers. There can be no neat division of teaching labor along a basic-to-

What Teachers Should Know and Be Able to Do

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advanced skills continuum. All teachers must concern themselves with higher-order skills, with the executive functions of reasoning, and with students' capacities to monitor their own learning.

To unify these dichotomies in practice however, requires skill, wisdom and judgment.

Accomplished teachers constantly assess and adjust their practice to maintain fidelity to students and to subjects, to knowledge and to skills, and to basic and advanced functions.

Professionalism in teaching entails the ongoing pursuit of these unities. Hence, teachers regularly find themselves confronting hard choices – sometimes sacrificing one goal for another, sometimes making compromises.

While teaching demands crisp reasoning and few settings yield to only a single approach, teachers do not have free rein to select any approach that strikes them as felicitous. Rather, their choices are anchored in their own experience and in the settled ground of the knowledge base that defines both efficacious and flawed practice. Being able to apply steady, disciplined judgment and reflective scrutiny within the bounds set by this constantly expanding body of knowledge is the hallmark of professionalism in teaching. As such, these values will be found at the heart of the standards the National Board will promulgate.

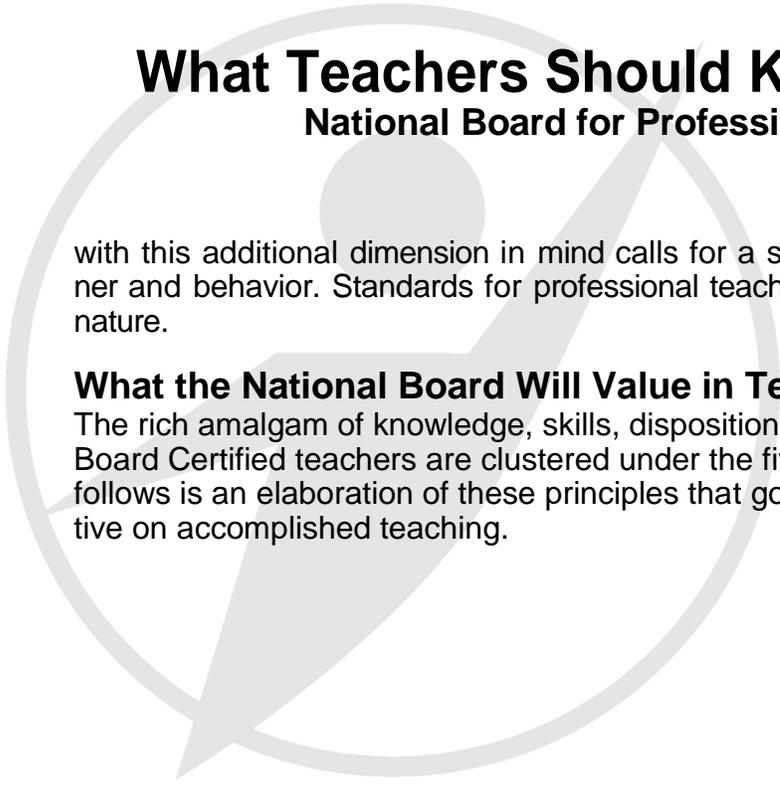
On the Commitment to Professionalism in Teaching

As its title indicates, the National Board is committed to professional standards for teaching. The term "professional" is an honorific in our society, and denotes occupations characterized by certain attributes. Chief among these are a body of specialized, expert knowledge together with a code of ethics emphasizing service to clients. The knowledge base typically provides substantial, but not complete, guidance for professional practice. Professionals possess expert knowledge, but often confront unique, problematic situations that do not lend themselves to formulaic solutions. Professionals must cultivate the ability to cope with the unexpected and act wisely in the face of uncertainty.

Professionals deal with urgent human problems: matters of life and death, justice, hope and opportunity. Essential to their work is the trust of clients. What warrants such trust is the obligation, upheld within the community of professionals, to pursue an ethic of service and to employ special knowledge and expertise in the interests of their clients.

These general observations apply to teaching, but with important distinctions. While teachers employ their knowledge and skill on students, they also strive to empower students to continue the quest for understanding, so that one day the pupil may surpass the instructor. In this regard, teaching is the most democratic of professions. It aims to place within the hands, head and hearts of students the means for them to teach themselves.

The ethical dimensions of teaching also distinguish it from other professions. Unique demands arise because the client's attendance is compulsory and, more importantly, because the clients are children. Thus, elementary, middle and high school teachers are obligated to meet a stringent ethical standard. Other ethical demands derive from the teacher's role as a model of an educated person. Teaching is a public activity; a teacher works daily in the gaze of his or her students, and the extended nature of their lives together in schools places special obligations on the teacher's behavior. Students learn early to read and draw lessons from their teachers' characters. Teachers, consequently, must conduct themselves in a manner students might emulate. Their failure to practice what they preach does not long elude students, parents or peers. Practicing



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with this additional dimension in mind calls for a special alertness to the consequences of manner and behavior. Standards for professional teaching ought, therefore, to emphasize its ethical nature.

What the National Board Will Value in Teaching

The rich amalgam of knowledge, skills, dispositions and beliefs that will characterize National Board Certified teachers are clustered under the five core propositions presented above. What follows is an elaboration of these principles that go to the heart of the National Board's perspective on accomplished teaching.

What Teachers Should Know and Be Able to Do

National Board for Professional Teaching Standards®

Proposition #1: Teachers are Committed to Students and Their Learning

Fundamental to the teacher's credo is the belief that all students can learn. Furthermore, they act on that belief. Accomplished teachers like young people and are dedicated to and skilled at making knowledge accessible to all students, even as they acknowledge their distinctive traits and talents. Success depends on teachers' belief in the dignity and worth of all human beings and in the potential that exists within each child. Teachers typically do not work one-on-one with students for extended periods of time because they are responsible for groups. But within this constraint, they are attentive to human variability and its influence on learning.

Teachers Recognize Individual Differences in Their Students and Adjust Their Practice Accordingly

To respond effectively to individual differences, teachers must know many things about the particular students they teach: Alex has a stutter, Maria loves science fiction, Toby is anxious about mathematics, Marcus is captivated by jazz. But accomplished teachers know much more – whom their students go home to at night, how they have previously performed on standardized tests, what sparks their interest. This kind of specific understanding is not trivial, for teachers use it constantly to decide how best to tailor instruction.

As diagnosticians of students' interests, abilities and prior knowledge, skillful teachers learn to "read" their students. When planning a unit on aging, for example, they will anticipate what concepts and activities certain students may find problematic. Watching a student work on a computer, they will look for signs of progress. By keeping a finger on the pulse of the class, teachers decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations or activities.

Proficient teachers learn from their experiences. They learn from listening to their students, from watching them interact with peers, and from reading what they write. The information they acquire about students in the course of instruction subsequently becomes part of their general knowledge of education. Such monitoring and learning is no easy feat. What teachers are able to see, hear and learn is colored by their own prior knowledge and experience. Thus teachers must, in their efforts to work with children different than themselves, monitor both what they see and hear, and what is not so close to the surface. They must strive to acquire a deep understanding of their students and the communities from which they come that shape students' outlooks, values and orientations toward schooling.

Teachers Have an Understanding of How Students Develop and Learn

In addition to particular knowledge of their students, teachers use their understanding of individual and social learning theory, and of child and adolescent development theory, to form their decisions about how to teach. They are familiar with the concepts generated by social and cognitive scientists that apply to teaching and learning. Moreover, they integrate such knowledge with their personal theories of learning and development generated from their own practice. For example, accomplished teachers know that old theories of a monolithic intelligence have given way to more complex theories of multiple intelligences. Current thinking no longer casts "intelligence" as a context-free, one-dimensional trait. Instead, it recognizes different kinds of intelligence – linguistic, musical, mathematical, spatial, kinesthetic, personal. This perspective also holds that there are variations in the sources of intelligence (e.g., practical experience versus formal study) and the forms of intelligence (e.g., procedural skills versus propositional knowledge).

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Both their knowledge of these theories and their experiences in classrooms have taught teachers that each student has different strengths, perhaps even gifts. Teachers think about how to capitalize on these assets as they consider how best to nurture additional abilities and aptitudes.

Moreover, teachers recognize that behavior always takes place within a particular setting that, to some extent, defines the behavior. They know, for instance, that students who cannot flawlessly recite multiplication tables may still be able to multiply in other contexts (e.g., in calculating whether they have enough money for items at the grocery store). Accomplished teachers are aware that school settings sometimes obscure a clear vision of students' aptitudes and intelligences. Therefore, they strive to provide multiple contexts in which to promote and evaluate those abilities.

They also recognize the ways in which intelligence is culturally defined. That is, what is considered intelligent behavior is largely determined by the values and beliefs of the culture in which that behavior is being judged. Accomplished teachers recognize that in a multicultural nation students bring to the schools a plethora of abilities and aptitudes that are valued differently by the community, the school and the family. The knowledge, skills, abilities and dispositions that are nurtured in a Native American community in the state of Washington will differ from those valued in an Hispanic community in Florida. Likewise, those cultivated by a suburban community in Utah will differ from those developed in urban New York. Thus, teachers are attuned to the diversity that is found among students and develop an array of strategies for working with it. This includes providing educational experiences which capitalize on and enlarge the repertoires of learning and thinking that students bring to school.

Teachers Treat Students Equitably

As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention, and that biases based on real or perceived ability differences, handicaps or disabilities, social or cultural background, language, race, religion, or gender do not distort relationships between themselves and their students. This, however, is not a simple proposition. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. In responding to differences among students, teachers are careful to counter potential inequities and avoid favoritism. This requires a well-tuned alertness to such matters and is difficult, as we have only modest knowledge of human differences and how best to respond to them. Hence, accomplished teachers employ what is known about ineffectual and effective practice with diverse groups of students, while striving to learn more about how best to accommodate those differences.

Teachers' Mission Extends Beyond Developing the Cognitive Capacity of Their Students

Teachers are concerned with their students' self-concept, with their motivation, with the effects of learning on peer relationships, and with the development of character, aspiration and civic virtues. These aspects of the student – important as they are in their own right – are also essential to intellectual development. Proficient teachers consider students' potential in this broader sense when making decisions about what and how to teach.

What Teachers Should Know and Be Able to Do

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Proposition #2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students

If one cardinal precept of teaching is a commitment to the welfare and education of young people, the other is a commitment to subject matter. Accomplished teachers are dedicated to exposing students to the social, cultural, ethical and physical worlds in which they live, and they use the subjects they teach as entrees into those worlds. Thus, elementary teachers know about geography and its relationship to commerce and history. Foreign language teachers know how language and culture interact and fuse. But, it is not sufficient that teachers know the facts that fall into these different content domains. Understanding subject matter entails more than being able to recite lists of dates, multiplication tables, or rules of grammar.

Teachers Appreciate How Knowledge in Their Subjects is Created, Organized and Linked to Other Disciplines

Teachers in command of their subject understand its substance – factual information as well as its central organizing concepts – and the ways in which new knowledge is created, including the forms of creative investigation that characterize the work of scholars and artists.

Physics teachers know about the roles played by hypothesis generation and experimentation in physics; mathematics teachers know the modes of justification for substantiating mathematical claims; art teachers understand how visual ideas are generated and communicated; history teachers know how historians use evidence to interpret past events; and English teachers understand the relationships among reading, writing and oral language. Many special education teachers have a slightly different orientation – focusing on skill development as they work to help moderately and profoundly handicapped students achieve maximum independence in managing their lives.

Understanding the ways of knowing within a subject is crucial to the National Board Certified teacher's ability to teach students to think analytically. Critical thinking does not occur in the abstract, for the thinker is always reasoning about something. Proficient teachers appreciate the fundamental role played by disciplinary thinking in developing rich, conceptual subject-matter understandings. They are dedicated to exposing their students to different modes of critical thinking and to teaching students to think analytically about content.

Teachers represent the collective wisdom of our culture and insist on maintaining the integrity of the methods, substance and structures of disciplinary knowledge. In the face of pressures to portray knowledge in weak and diluted forms, they remain firm. Their role, however, is not just to reinforce the status quo. Rather, appreciative of the fact that there are multiple perspectives and interpretations in each discipline, accomplished teachers encourage students to question prevailing canons and assumptions to help them think for themselves.

It is sometimes assumed that elementary school teachers need not be equipped to approach their subjects critically. But all accomplished teachers, regardless of the ages of their students, are charged with teaching students about something, and in order to do so, they must appreciate its complexity and richness. Teachers must possess such knowledge if they are to help their students develop higher-order thinking skills – the hallmark of accomplished teaching at any level. Being able to engage elementary school children in the broad array of subjects they can profitably come to appreciate makes elementary school practice especially challenging. This does not imply

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that fourth-grade teachers should have the same command of biology as high school biology teachers. However, it does mean that they have an understanding of science that allows them to present basic precepts to their students and introduce them to the joy of discovering – and thinking about – the natural world of which they are a part.

Teachers Command Specialized Knowledge of How to Convey a Subject to Students

Knowledge of subject matter is not synonymous with knowledge of how to reveal content to students so they might build it into their systems of thinking. Accomplished teachers possess what is sometimes called "pedagogical content knowledge." Such understanding is the joint product of wisdom about teaching, learning, students and content. It includes knowledge of the most appropriate ways to present the subject matter to students through analogies, metaphors, experiments, demonstrations and illustrations. Subject-specific knowledge also includes an awareness of the most common misconceptions held by students, the aspects that they will find most difficult, and the kinds of prior knowledge, experience and skills that students of different ages typically bring to the learning of particular topics. Proficient science teachers, for example, know that some students have misconceptions about gravity that can influence their learning, while proficient art and music teachers know that young children arrive at school at various stages of maturity with respect to eye-hand coordination. Teachers use this knowledge of their students to structure instruction that facilitates further development.

Thus, subject-specific pedagogical knowledge is not a bag of tricks, but a repertoire of representations that combines instructional techniques with subject matter in ways that take into account the mix of students and school contexts that confront the teacher. Such subject-specific teaching knowledge embodies a way of reasoning through and solving the problems that arise in the daily work of teachers – decisions ranging from what aspects of the subject matter to emphasize to decisions about how to pace instruction. In making these choices, teachers bring to bear their knowledge of students and learning and teaching and subject matter.

Professional teachers' instructional repertoires also include knowledge of available curricular resources such as primary sources, models, reproductions, textbook series, teachers' guides, videotapes, computer software and musical recordings. Their commitment to learning about new materials includes keeping abreast of technological developments that have implications for teaching; for example, how to engage students in the rapidly expanding field of computer technology, as well as how to use the computer to enhance their own teaching. Thus, able teachers keep current with the growing body of curricular materials – including literature available through their professional organizations – and constantly evaluate the usefulness of those materials based on their understanding of curriculum theory, of students, of subject matter, and of the school's and their own educational aims.

Teachers Generate Multiple Paths to Knowledge

Knowledgeable teachers are aware there is value in both structured and inductive learning. That is, while it is useful to teach students about the concepts and principles that scholars have generated in the various disciplines, it is also valuable to engage students in learning by discovery, where they themselves search for problems, patterns and solutions. Proficient teachers help students learn to pose problems and work through alternative solutions, in addition to teaching them about the answers that others have found to similar problems.

The posing and solving of problems on their own is central to the development of true understanding by students – moving far beyond the rote memorization of facts, the easy manipulation

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of formulas or the facile playing of a musical scale. Teaching for understanding requires students to integrate aspects of knowledge into their habits of thinking, rather than simply store fragmented knowledge bits. It also means learning to think in a nonlinear way, approaching issues from different angles, weighing multiple criteria and considering multiple solutions. Thus, in the eyes of the proficient teacher, "knowledge" is not conceived narrowly as a lower-level form of understanding. Rather, knowledge is cast in the richest light -- as a combination of skills, dispositions, propositions and beliefs -- integrated and flexible, elaborate and deep. Furthermore, understanding involves the ability to apply such knowledge to problems never before encountered by teacher or student. Accomplished teachers appreciate that this is the kind of knowledge and understanding that counts, and that this type of learning cannot be rushed.

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Proposition #3: Teachers are Responsible for Managing and Monitoring Student Learning

Professional teachers hold high expectations for all students and see themselves as facilitators of student learning. To fulfill these responsibilities, teachers must create, enrich and alter the organizational structures in which they work with young people. They also find ways to capture and sustain the interest of their students. Because time is a precious commodity in schools, teachers attempt to make the most efficient use of it. To accomplish these tasks, teachers seek to master the body of generic pedagogical knowledge.

Teachers Call on Multiple Methods to Meet Their Goals

Accomplished teachers know and can employ a variety of generic instructional skills – how to conduct Socratic dialogues, how to lecture, how to oversee small cooperative learning groups. Although much of instruction is determined by the content to be taught, there are some commonalities about teaching methods that guide their practice. They are aware of what can reasonably be covered in a 45-minute roundtable discussion, when to hold back and let students figure out their own solutions, and what types of questions provoke the most thoughtful conversation. But it is not sufficient that teachers know about different modes of instruction; they must also know how to implement those strategies. Traditional distinctions between knowing and doing have obscured the fact that thought and action interpenetrate in teaching – knowing about something and knowing how to do something are both forms of understanding central to teaching.

Because students vary in learning styles and because different settings afford differing learning opportunities, accomplished teachers know when and how to alter the social and physical organizational structure of the learning environment. It is not enough to be a master lecturer, for there are many times when lecturing is not an effective way to teach. An outdoor experiment, a mock trial or an economic simulation, for example, may be more appropriate. Alternatively, a playlet or a debate might be a more effective way to engage students in thinking and learning. Teachers know about the breadth of options available to them, such as innovative instructional formats that involve discovery learning, conceptual mapping, brainstorming, working with computers, as well as more traditional tried-and-true methods.

Teachers not only have the opportunity to vary instructional settings and to employ a range of instructional materials, they also have the opportunity to call on various human resources to custom-tailor the working environment for students. Accomplished teachers know how to mobilize students to tutor their peers and how to engage aides and volunteers as teaching assistants. In schools where staffing arrangements are not fixed and inflexible, teachers also have a good appreciation of their colleagues' skills and the circumstances in which their colleagues' talents can best complement their own. Professional teachers wisely enlist the knowledge and expertise of their fellow faculty members in a variety of ways as they seek to provide their students with as rewarding a learning experience as possible.

Accomplished teachers also know the strengths and weaknesses of these options, and their suitability or incompatibility for certain students and groups. The settings that a teacher chooses are not just matters of personal preference, but are grounded in the literature of teaching. Teaching, to the accomplished teacher, is an elegant web of alternative activities in which students are engaged with the content; sometimes with the teacher, sometimes with each other, sometimes alone.

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Teachers Orchestrate Learning in Group Settings

Teachers know how to manage groups of students. They are responsible for setting forth the social norms by which students and teachers act and interact, helping students learn to adopt appropriate roles and responsibilities for their own learning and that of their peers. This includes teaching students to work independently without constant direct supervision by a teacher.

Accomplished teachers have developed systems for overseeing their classrooms so that students and teacher alike can focus on learning, not on controlling disruptive behavior. Discipline and management techniques vary, and no one system has been proven most effective. Hence, proficient teachers consider the desired learning results, their knowledge of their students and the social context, and their own prior experience in selecting management strategies.

Teachers also know that different instructional formats often require different norms of social interaction. Accomplished teachers can alternate among organizational arrangements and understand how different structures cast students and teachers in different roles. Applying their knowledge of the relative strengths and weaknesses of different structures, they weigh these considerations when deciding which instructional strategy and organizational structure will best enhance student learning. They also continually search for new forms of organization that may expand their repertoire and prove effective.

Teachers Place a Premium on Student Engagement

Facilitating student learning is not simply a matter of placing young people in educative environments, for teachers must also motivate them, capturing their minds and hearts and engaging them actively in learning. Thus, the National Board Certified teacher understands the ways in which students can be motivated and has strategies to monitor student engagement. The teacher's role in building upon student interests and in sparking new passions is central to building bridges between what students know and can do and what they are capable of learning.

Proficient teachers also know that motivating students is not always equivalent to making learning fun, for learning can be difficult work. Developing an acute sense of one's body in dance, for example, requires intense intellectual and physical concentration. Writing a short story requires drafting and re-drafting, editing and re-editing, occasionally submitting oneself to the critiques of peers and teachers. To practice effectively, teachers need to know how to encourage students even in the face of temporary failure and the inevitable doubts that students meet as they push themselves to new affective, intellectual and physical planes. With such learning comes the real joy in education, the satisfaction of accomplishment.

Teachers Regularly Assess Student Progress

While teachers are not always the central actors in their students' educational experiences, they are ultimately responsible for the creation and maintenance of those experiences and bear a considerable responsibility for what students learn at school. Proficient teachers, therefore, can judge the relative success of the activities they design. They can track what students are learning (or not learning), as well as what they, as teachers, are learning.

Assessment in teaching is not a simple task; teachers must monitor the successes and failures of individual students and evaluate their classes as collectives of learners. Additionally, they make judgments about themselves as teachers in relation to those students and classes. Although these judgments are interdependent of one another, they are not necessarily synonymous. One of the essential tensions of teaching is that teachers teach individual students, while managing groups.

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Accomplished teachers do not treat a class as a monolith. They know that a class does not learn; individual students do. But individuals neither learn the same things, nor learn at the same pace.

Accomplished teachers use information about how the students in their classes are doing " on average" as a guide to making judgments about the relative success or failure of an instructional strategy. But they do not forget that there are few average students. They know that some students have moved far beyond that " average" evaluation, while others trail. And while they have to make decisions about what to do with the class as a whole, proficient teachers find ways to accommodate what they know about individual students and what they are learning in their plans for the whole group.

Accomplished teachers understand that the purposes, timing and focus of an evaluation affect its form. They are astute observers of students – their movements, their words and their minds. Teachers track student progress with a variety of evaluation methods, each with its own set of purposes, strengths and weaknesses. Their knowledge extends to creating their own, sometimes innovative, tools for evaluation, including portfolios, videotapes, demonstrations and exhibitions. In addition, they may use more traditional measures such as quizzes or exams. Sometimes teachers ask questions in the middle of a group discussion in order to assess how well students are following the presentation of information; or they may talk individually with students while they are engaged in independent work. At other times they watch their students' behavior as they read to each other or work in the laboratory.

Teachers frequently do not assign grades, for evaluation is not always for the purpose of recording grades; rather, it allows students and teachers to assess where they stand. Teachers also assess students to determine how much they have learned from a unit of instruction, be it a week on seeds, a semester of photography, or a year of athletic training. Student responses then contribute to teachers' decisions about whether to reteach, review or move on. By continually adding to their repertoire of methods for assessing what students have learned, as well as constantly monitoring student progress, accomplished teachers are able to provide constructive feedback to students, parents and themselves. Finally, such teachers help their students to engage in self-assessment, instilling in them a sense of responsibility for monitoring their own learning.

Teachers Are Mindful of Their Principal Objectives

Teachers also know about planning instruction -- identifying and elaborating educational objectives, developing activities to help them meet their goals and drawing upon resources that will serve their purposes. Experienced teachers do not all plan alike. Some do not write elaborate plans prior to teaching, having automated their planning through years of experience in classrooms. Other teachers plan in detail (e.g., creating individual educational plans for special education students). No matter what form their final plans take -- scribbles on a scrap of paper or lengthy and detailed outlines accomplished teachers can clearly articulate their goals for students.

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Proposition #4: Teachers Think Systematically About Their Practice and Learn from Experience

As with most professions, teaching requires an open-ended capacity that is not acquired once and for all. Because they work in a field marked by many unsolved puzzles and an expanding research base, teachers have a professional obligation to be lifelong students of their craft, seeking to expand their repertoire, deepen their knowledge and skill, and become wiser in rendering judgments. Accomplished teachers are inventive in their teaching and, recognizing the need to admit new findings and continue learning, stand ready to incorporate ideas and methods developed by others that fit their aims and their students. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong professional development.

Teachers Are Continually Making Difficult Choices That Test Their Judgment

The demands of teaching often present stiff challenges that do not lend themselves to simple solutions. Conflicting objectives regularly require teachers to fashion compromises that will satisfy multiple parties. A Western Civilization teacher, for example, attempting to reconcile demands for coverage with demands for in-depth understanding, will do what is necessary to race from Plato to NATO, yet set aside time to develop in students the understanding that history is evolutionary rather than a series of events strung together chronologically. Likewise, a third-grade teacher will find a way to introduce students to the idea that writing is a thinking process, while ensuring that students are learning the basics of spelling and grammar.

Teachers also face choices that force them to sacrifice one goal for another. For instance, teachers who are committed to teaching mathematics for conceptual understanding want to teach students to see number relationships in the real world, to represent them with appropriate symbols, and to use their knowledge of mathematical formulas and computational skills to manipulate those numbers. Such teaching requires giving students time to frame their own problems, find their own solutions, and compare those solutions with alternatives posed by their classmates. Students who have learned through experience that math class involves filling out worksheets and doing problem sets may dislike the uncertainty inherent in problems with multiple or no solutions; they may be troubled that their teacher now wants them to discuss the reasons why a particular solution makes sense. Abandoning speed and accuracy as the criterion of success may temporarily jeopardize students' performance on standardized tests, even as the teacher fosters growth in the depth of students' mathematical competence. In deciding to teach in this way, a teacher risks alienating students, parents and administrators who have their own strong ideas of what math class is supposed to look like and the kind of competence it is supposed to yield.

Such circumstances call on teachers to employ their professional knowledge of what makes for sound practice, with the interest of their students given paramount consideration. While more than one satisfactory path may be derived to balance non-complementary objectives, the teacher's decision will be grounded in established theory and reasoned judgment.

Teachers Seek the Advice of Others and Draw on Education Research and Scholarship to Improve Their Practice

Aware that experience is not always a good teacher, proficient teachers search out other opportunities that will serve to cultivate their own learning. As savvy students of their own teaching, they know the value of asking others to observe and offer a critique of their teaching. They also know the value of writing about their work and of soliciting reactions from parents and students.

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Thus, masterful teachers develop specialized ways to listen to their students, colleagues and administrators, and reflect on their teaching in order that they might improve their practice.

Able teachers are also students of education scholarship and are cognizant of the settled and unsettled territory in their field. They stay abreast of current research and, when appropriate, incorporate new findings into their practice. They take advantage of teacher centers and special conferences and workshops. They might conduct and publish their own research, if so inclined, for testing of new approaches and hypotheses is a commonplace habit among adept teachers, even if a normally overlooked and undocumented one.

Wise teachers understand the legitimacy and limitations of the diverse sources that inform teaching and they continuously draw upon them to enrich their teaching. Their enthusiasm for, and commitment to, continued professional development exemplifies a disposition they hope to nurture in students. Hence, the thinking, reasoning and learning that characterize first-rate teaching are doubly valuable: not only are thoughtful teachers able to teach more efficiently and effectively, they are also models for the critical, analytic thinking that they strive to develop in our youth. Teachers who are themselves exemplars of careful reasoning – considering purposes, marshaling evidence and balancing outcomes – are more likely to communicate to students the value and manner of such reasoning. Moreover, they model other dispositions and traits as well, such as a commitment to creativity in their work and the disposition to take risks in exploring new intellectual, emotional, physical or artistic territories.

Proficient teachers, then, are models of educated persons. Character and competence contribute equally to their educative manner. They exemplify the virtues they seek to impart to students: curiosity and a love of learning; tolerance and open-mindedness; fairness and justice; appreciation for our cultural and intellectual heritages; respect for human diversity and dignity; and such intellectual capacities as careful reasoning, the ability to take multiple perspectives, to question received wisdom, to be creative, to take risks, and to adopt an experimental and problem-solving orientation.

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Proposition #5: Teachers are Members of Learning Communities

Teaching most commonly is regarded as the daily conduct of lessons and the provision of learning experiences. But the work of teaching reaches beyond the boundaries of individual classrooms to wider communities of learning. In order to take advantage of the broad range of professional knowledge and expertise that resides within the school, accomplished teachers have a range of duties and tasks outside the direct instruction of students that contribute importantly to the quality of the school and to student learning.

There are two broad areas of responsibility. One involves participation in collaborative efforts to improve the effectiveness of the school. The second entails engaging parents and others in the community in the education of young people.

Teachers Contribute to School Effectiveness by Collaborating with Other Professionals

Teaching is often portrayed as the implementation of policy and curriculum developed by others - as following orders. The National Board advocates a more proactive and creative role for teachers: engaging them in the analysis and construction of curriculum, in the coordination of instruction, in the professional development of staff and in many other school-site policy decisions fundamental to the creation of highly productive learning communities.

While state authorities and local school district leadership establish broad goals, objectives and priorities for the schools, professional teachers share responsibility with colleagues and administrators for decisions about what constitutes valuable learning for students. This includes their participation in critically analyzing the school curriculum, identifying new priorities and communicating necessary changes to the school community. Teachers' knowledge of curriculum and their students are essential to discharging these responsibilities effectively. But a readiness to work collaboratively on such matters and not blindly accept curricular conventions is also necessary.

Accomplished teachers attend to issues of continuity and equity of learning experiences for students that require school-wide collaboration across the boundaries of academic tracks, grade levels, special and regular instruction and disciplines. Such boundaries, constructed as much out of traditional patterns of school organization as out of instructional rationales, are often dysfunctional and damaging to student learning. National Board Certified teachers cultivate a critical spirit in appraising such schooling commonplaces, together with a willingness to work with administrators toward school-wide improvements that can include revision of organizational as well as instructional features of schooling.

The development of curriculum and the coordination of instruction are particularly important functions shared among teachers and administrators. Proficient teachers collaborate in planning the instructional program of the school to assure continuity of learning experiences for students. They possess the interpersonal skills needed to work on teams and a willingness to work together in the interest of the school community. Their understanding of the technical requirements of a well-coordinated curriculum enables them to participate in planning and decision-making within teams, departments or other educational units outside the classroom, laboratory or studio.

Consonant with their role in curriculum planning and coordination, teachers are aware of the learning goals and objectives established by state and local authorities. Professional practice requires that teachers be knowledgeable about their legal obligation to carry out public policy as

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represented by state statute and regulation, school board directives, court decisions and other policies.

Accomplished teachers also participate in the coordination of services to students. Today's schools include a wide variety of educational specialists, and with increasing specialization has come the need for coordination, lest pupils' educational experiences become fragmented. The increased practice of "mainstreaming" special-needs students to assure that they are being educated in the least restrictive environment has meant that general and special education teachers need to work with one another. Compensatory education programs typically involve teaching pupils outside regular school settings. The various forms of English as a second language, bilingual and English-immersion programs often require cooperation among teachers of non- and limited-English-speaking youth. National Board Certified teachers are adept at identifying students who might benefit from such special attention and at working in tandem with specialists.

In addition to working on the improvement of school-wide curricula and the coordination of instruction, teachers work together to strengthen their teaching. Sometimes they observe each other teach; at other times they engage in discussions about teaching; and occasionally they collaborate in trying out new instructional strategies. While the particulars of how teachers choose to improve their instruction will vary according to the structure of opportunity and a teacher's dispositions and interests, the principle underlying such engagement is the continuous pursuit of teaching excellence in the company of peers.

Strong schools emphasize a process of continuous improvement. They are organized to find and solve problems and to locate, invent and experiment with different methods of instruction and school organization. Teachers within such schools work not only on professional development, but also on school-wide improvements. This expectation is part of what constitutes a professional orientation to teaching and part of what distinguishes the professional teacher.

The conventional image of the accomplished teacher as solo performer working independently with students is narrow and outdated. Committed career teachers assume responsibility in cooperation with their administrators for the character of the school's instructional program. They are team players willing to share their knowledge and skill with others and participate in the ongoing development of strong school programs. This participation may take many forms, such as mentoring novices, serving on school and district policy councils, demonstrating new methodologies, engaging in various forms of scholarly inquiry and artistic activity, or forming study groups for teachers.

Teachers Work Collaboratively with Parents

Teachers share with parents the education of the young. They communicate regularly with parents and guardians, listening to their concerns and respecting their perspective, enlisting their support in fostering learning and good habits, informing them of their child's accomplishments and successes, and educating them about school programs. Kindergarten teachers, for example, can help parents understand that reading stories to their children is more important to literacy development than completing worksheets on letters.

In the best of all worlds, teachers and parents are mutually reinforcing partners in the education of young people. But three circumstances complicate this partnership. First, the interests of parents and schools sometimes diverge, requiring teachers to make difficult judgments about how best to fulfill their joint obligations to their students and to parents. Second, students vary in the degree and kind of support they receive at home for their school work. The effects of

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culture, language, and parental education, income and aspirations influence each learner. Teachers are alert to these effects and tailor their practice accordingly to enhance student achievement. However, when faced with an unavoidable conflict, the teacher must hold the interest of the student and the purposes of schooling paramount. Third, the behavior and mind-set of schools and families can be adversarial. Some parents are distrustful of the school's values, and the schools sometimes underestimate the family's potential to contribute to their children's intellectual growth. Students get caught in the middle, their allegiance to and affection for each party challenged by the other. Accomplished teachers develop skills and understandings to avoid these traditional pitfalls and work to foster collaborative relationships between school and family.

The changing family structure in our society creates new challenges as well, for there are now more youth with single parents, working parents and parents with inadequate income. Thus, creating home-school partnerships has become more difficult for teachers and parents in many communities. In attempting to work creatively and energetically with families in the interest of students' development, able teachers acquire knowledge and understanding of individual students' lives outside school. A teacher's foremost responsibility is to the intellectual development of our youth, but they are mindful of the broad range of children's needs, including the need for guidance and the strong presence of caring and nurturing adults. This is a difficult set of obligations to fulfill. On the one hand, teachers are prepared neither by training nor by role to serve as parent surrogates or social workers. The distinctive mission of teaching is to promote learning, a complex undertaking in itself. On the other hand, education's broad and humane purposes do not admit any narrow specialization. Students' physical, emotional, and social well-being cannot be separated from their intellectual growth.

Teachers Take Advantage of Community Resources

Professional teachers cultivate knowledge of their school's community as a powerful resource for learning. The opportunities are many for enriching projects, lessons, and study: observing the city council in action; collecting oral histories from senior citizens; studying the ecology of the local environment; visiting a nearby planetarium; drawing the local architecture; or exploring career options on-site. Any community – urban or rural, wealthy or poor – can be a laboratory for learning under the guidance of an effective teacher. Moreover, within all communities there are valuable resources such as other teachers and students, senior citizens, parents, business people, and local organizations that teachers can engage to assist, enhance and supplement their work with students. Teachers need not teach alone.

Teachers also cultivate knowledge about the character of the community and its effects on the school and students. They develop an appreciation of ethnic and linguistic differences, of cultural influences on students' aspirations and expectations, and of the effects of poverty and affluence. Cultural and other discontinuities between home and school frequently can confound teachers' efforts to promote learning. Conversely, the cultural diversity represented in many communities can serve as a powerful resource in teaching about other cultures, in encouraging tolerance and understanding of human differences, and in promoting civic ideals. Accomplished teachers seek to capitalize on these opportunities and to respond productively to students' diverse backgrounds.

There is a balance here. Schools and teachers cannot alleviate all the social problems that they encounter. Yet teachers confront the human condition daily in all its variety, splendor and misery. They must be humane, caring and responsive to students and their problems, while they maintain a focus on their distinctive professional responsibilities.

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Conclusion

Accomplished teaching involves making difficult and principled choices, exercising careful judgment and honoring the complex nature of the educational mission. Teachers employ technical knowledge and skill, yet must be ever mindful of teaching's ethical dimensions. The primary mission is to foster the development of skills, dispositions and understanding, while responding thoughtfully to a wide range of human needs and conditions. Teachers owe joint allegiance to the forms and standards of knowledge within and across disciplines and to the students they serve.

They must acquire and employ a repertoire of instructional methods and strategies, yet remain critical and reflective about their practice, drawing lessons from experience. Teachers' professional responsibilities focus on instructing the students in their immediate care, while they participate as well in wider activities within the school and in partnership with parents and the community.

Teaching is often portrayed as an activity that conserves valued knowledge and skills by transmitting them to succeeding generations. It is that and more. Teachers also have the responsibility to question settled structures, practices, and definitions of knowledge; to invent and test new approaches; and, where necessary, to pursue change of organizational arrangements that support instruction. As agents of the public interest in a democracy, teachers through their work contribute to the dialogue about preserving and improving society, and they initiate future citizens into this ongoing public discourse. In the development of its assessment procedures and certification standards, the National Board has sought to represent these ideals faithfully and comprehensively.

Assertions about what teachers should know sometimes conceal inadequacies in the current state of knowledge. In this respect, teaching is not unlike other professions where practitioners confront unavoidable uncertainty in their work. However, the knowledge base for teaching is growing steadily. Professional consensus and research findings have begun to provide authoritative support for knowledge related to many of the tasks, responsibilities and results of teaching. But much remains to be learned.

The National Board draws on existing knowledge in developing its standards but also relies on the professional judgment of accomplished teachers and scholars in designing its assessment procedures. Recognizing that new knowledge about teaching is continually being formulated, the National Board continually reviews its work to reflect new findings and to update its standards and assessments as appropriate.

The National Board also considers the effects of school context on standards for teaching. The very existence of a National Board suggests common standards that prevail across teaching's many settings. However, teaching in an Alaskan village exacts demands different from teaching in Chicago. Teachers in both settings, though, blend and adapt their knowledge of teaching with their knowledge of the community in which they work to ensure effective student learning. For accomplished teachers, the wisdom of practice that they accrue depends on the settings in which they work, the communities they serve, and the students they encounter.

The assessment procedures developed by the National Board take context into account in a variety of ways. This is achieved by the use of assessment formats such as essays, videotaping and reflective commentaries. The National Board offers National Board Certification to all qualified

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teachers irrespective of the teaching environments in which they work. But the opportunities available to teachers to acquire and exercise many of the professional capacities and responsibilities endorsed by the National Board vary markedly from community to community. Some schools feature strong professional cultures whose norms support collaboration, innovative teaching, a high degree of collegiality, and participation in a broad array of professional activities. Other schools provide few such opportunities, and some even discourage such activity. To address this tension, the National Board's assessments acknowledge that there are multiple paths to meeting the standards, which take into account the diversity of teaching contexts.

These are the touchstones that guide the development of the National Board's certification standards and assessments. Our view of the responsibilities of the National Board Certified Teacher is deliberately complex and demanding, for this is how we see the work of American professional teachers, who are challenged to create excellence in education for all our nation's youth.

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Personalizing the Standards

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Knowledge of Students

1. Select a class or a group of students with whom you have worked or are now working. Identify the class or group below.

2. For each of the four elements listed below, rate your current proficiency with demonstrating your knowledge of your students. Consider your strengths as well as areas in which you want to improve, then note “basic,” “proficient,” or “accomplished” next to each element in the list that follows. Be as objective as possible.

Element	Basic	Proficient	Accomplished
Knowledge of characteristics of this age group			
Knowledge of students' varied approaches to learning			
Knowledge of your students' skills and knowledge			
Knowledge of your students' interests and cultural heritage			

3. List the strengths that your self-assessment has revealed, and next to each, provide at least one example from your practice.

Strength	Example

Studying and Personalizing the National Board Professional Teaching Standards

- This process precedes work on portfolio components.
- All work within the four components is obligated to be supported by use of NB standards for the particular certificate area.
- The certificate area standards shall be embedded in the portfolio responses that comprise the component.
- Rubrics used by NB assessors are guided solely by written and documented evidence of the particular certificate area standards.

National Board Standards are not to be confused with either the newly minted Common Core Standards developed and sanctioned in conjunction with the Chief Council of State School Officers (CCSSO), or *professional organization based content area standards*.

These professional organization based standards include, but are not limited to, International Reading Association (IRA) Standards with the National Council of Teachers of English (NCTE) Standards, National Council of Teachers of Mathematics (NCTM) Standards, National Council for Social Studies (NCSS), National Science Teachers Association (NSTA) Standards, International Society for Technology in Education (ISTE) with National Educational Technology Standards (NETS) and similar professional organizations with an established code of exemplary educational practices.

Personalizing NB Standards is a course of action that:

- Familiarizes candidates with the actual substance of each content area standard.
- Dissects each standard for the specific meanings and requirements therein.
- Enables candidates to organize a checklist in preparation for the actual component work.
- Helps candidates focus on personal strengths.
- Allows candidates to identify professional areas where growth is indicated.
- Builds candidate thought processes within the language of professional evidence.
- Is fully focused on the accomplished practice that embodies our profession at the highest levels.

EC/Gen Professional Partnerships Self Report

Standard	Exemplary Evidence	My work meets standard:	My work needs improvement:	Activity Who, What, How	Scale (1-4)
I give and receive support, advice, feedback, and criticism from my colleagues.					
I know what is involved in training and coordinating the variety of adults involved in early childhood education.					
I am skilled at identifying/celebrating successes and reconciling conflicts with colleagues.					
I work with teachers in earlier and later grades for background as to how well my students are prepared.					
I am effective at training, managing, monitoring, and supporting less experienced staff members (aides, volunteers, assistants).					
I am skilled in communicating my knowledge of early childhood development and the principles of best practices teaching to my colleagues (aides, volunteers, and assistants) in the context of our work.					
I use a variety of techniques and resources when I share my expertise to promote staff development including our work with reading, modeling, observing, and providing evaluative feedback as we jointly carry out our work activities and develop student learning activities with our goals in mind.					

Standard	Exemplary Evidence	My work meets standard:	My work needs improvement:	Activity Who, What, How	Scale (1-4)
I productively contribute to formulation of early childhood education policies that benefit young children and families.					
I educate policy makers, parents, and general citizens about the principles of early childhood education and the foundation activities of sound educational practices.					
I regularly read and digest educational research and share my findings with peers as we design assessment of our students, build effective curriculum, and allocate materials and complete staffing needs.					

Personalizing MY _____ Standards
(KOS, DOK, EQUITY, Reflection)

I...	When I...

Personalizing MY _____ Standards
(KOS, DOK, EQUITY, Reflection)

I...	When I...

Video Resources & Activities

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Analysis of Video Recording

Focus One: Specifically discuss your design and execution of this lesson and its effect on the achievement of your learning goals. Your explanation should include, but is not limited to, your ongoing informal assessment of students' mathematical understanding, your anticipation and handling of students' misconceptions, and unexpected questions from students, unanticipated opportunities for learning that you captured, and/or your planned strategy and its outcomes in this lesson.

Focus Two: How does the discussion/inquiry /interaction featured on the video recording reveal students' learning to reason and think mathematically and to communicate that reasoning? Give example of specific student interactions and why they demonstrate particular mathematical reasoning and thinking and promote understanding of mathematical reasoning for these particular students at this time.

Focus Three: How do you ensure fairness, equity, and access to learning for all of the students in your class? How do the interaction in the videotape illustrate your ability to help all students explore and understand the mathematical idea being studied?

Analysis of Video Recording

Focus One: What evidence of inquiry, intellectual engagement, discussion, and content are demonstrated in your video recording? How did you further students' knowledge and skills and engage them intellectually?

Focus Two: How does the discussion/inquiry featured on the video recording reveal students' reasoning and understanding? Give specific examples of student understanding, misunderstandings, misconceptions, errors, and progress.

Focus Three: How do you ensure fairness, equity, and access for all of the students in your class? Cite specific examples from the video recording.

A Guide to Understanding National Board Certification: 2009-2010 Candidacy Cycle

A JOINT PROJECT OF THE AFT AND NEA

Video Recording Guide

The purpose of the video is to provide the National Board for Professional Teaching Standards with as authentic and complete a view of the candidate's teaching as possible. This guide presents requirements that 1\TBPTS has established that must be followed and suggestions for producing a high-quality recording.

Minimum Equipment Needed:

You need the following equipment, at minimum, to create 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 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

Optional Equipment:

- External microphone
- Headphones (for monitoring sound as it is being recorded)
-

NBPTS Requirements:

Do not stop and restart the camera at any time because this may result in the video being unacceptable.

Make sure to follow the direction and time lengths for your specific certificate area.

The video must show the faces of the teacher and students.

The video must not show a child or adult whom the teacher has identified as not having a release form because this will result in the video being unacceptable.

Tips to improve video quality:

- Before recording, make sure all cables are securely connected.
- Use a tripod.
- Position the camera at the side of the room, not facing the windows. In general, the camera should be aimed at the speaker, but in a position to capture the participating students. Do not move the camera back and forth between speakers.
- If chalkboard writing is important to the lesson, take care to ensure that it is captured on the video and that it is legible. Suggestions include:
 - Refocus lens on the board during the lesson.
 - Check the angle before you start recording; you may need to move the camera to avoid distractions such as glare.
 - Consider using dark markers on chart paper taped to the chalkboard.
 - If it is necessary to move the camera while recording, set the zoom lens to its widest setting to reduce the amount of shakiness.
 - Increase the amount of light in the room by turning on all of the lights and opening window blinds. However, *do not aim the camera at a source of bright light.*

Tips to improve sound quality:

- Turn off fans, air conditioners, fish tank pumps, etc.
- Avoid recording when there is extraneous noise (e.g., band practice, recess, lawn mowers, fire drills,).
- Use an external microphone that can be kept close to the person who is speaking. Place a piece of felt under the microphone to diminish noise.
- Put a "Do Not Disturb" sign on the classroom door to avoid interruptions.
- Check with the office for unscheduled activities (i.e., fire drills, assemblies, etc).

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Exercise 8:

Use this worksheet to take notes that will help you recall the recording of the class session once you are ready to analyze it.

VIDEO WORKSHEET

Entry #: _____ Title: _____ Minutes of video required: _____

Standards addressed: _____

Content area: _____

Grouping specifications (e.g., individual students, small group, whole class):

What does NBPTS want to see in this video?

What lessons might fulfill these requirements, and approximately when will they be presented?



Use actual quotes or actions from the video as evidence to support your statements.

LESSON/UNIT	APPROX. DATE

Video Logistics

Questions and concepts to focus on before, during, and after filming.

- Candidate questions
- Student facial expressions
- Is there evidence of student to student discourse?
- Is there on task student to student discourse?
- Is there teacher to student discourse?
- Is there student to teacher discourse?
- Student voices
- Is the microphone clear?
- Are batteries charged?
- Cords
- Tripod
- Placement of camera
- Lighting
- Uninterrupted segments
- Time frame requirement for each portfolio entry requiring a video segment
- Do you have a working camera to capture videos?
- Where can you access one that provides the required audio quality?
- Who will operate the camera?
- How often can the videographer practice with you and your students?
- Will the videographer be quiet?
- Can you create usable video sequences without a camera person?
- Student behavior
- Teacher behavior (How often do you appear in the video?)

AND most importantly,

- Equity
- Fairness
- Access

Characteristics of a Video

Use the checklist to evaluate your classroom video(s).

	The students look engaged, interested, and are not sitting passively.
	The students are asking questions, talking, and participating.
	You have made provisions for the diversity of the group- adjusting for ability levels and personalities.
	Your questions are all open-ended.
	You allow sufficient wait-time after your questions.
	The students question you and their peers.
	Everyone in the group has a role or task.
	It is clear that students understand the task.
	Reading is evident.
	Writing is evident.
	Listening is evident.
	Speaking is evident.
	It is evident that discussion is a common activity in the class.
	The video demonstrates how you foster the engagement of all students.
	The video provides you with a good opportunity to discuss your practice.
	The segment is continuous and unedited, with no issues of picture or sound quality.
	The segment incorporates the Best Evidence of Standards.

Video Analysis Practice

The purpose of this activity is to familiarize yourself with methods of using videos as a means to assess your classroom practices, test new ideas, techniques, and strategies that may be new to you.

- Record as many classes as possible.
- Study and discussion of the NBPTS Standards should be connected to your video.
- Practice observing your own teaching. Reflect on opportunities you chose to pursue and those you elected not to take.
- Analyze your teaching practices by watching what you do and when you do it as the lesson unfolds.
- Capture varied teaching formats: full-group, cooperative groups, and small groups.
- The classes you choose need not be advanced, but the topics of the lessons you record should be ones that are important for the students at their level of learning; as a result, they are likely to be engaged. For each class that you record, keep a few notes that will help you recall details which may be beneficial in the analysis of your video.
 - The learning goals if adjusted from the plan.
 - Any particular challenges offered by the students in the class.
 - Your opinion about the overall success of the lesson (i.e., were the learning goals achieved?) and the evidence you have for your opinion.
 - A description of any instructional materials used in the lesson.
- We suggest that you initially watch each video with the sound turned off in order to gain a greater awareness of nonverbal behavior, such as facial expressions and body language.
- Select the video by gauging the amount of evidence a particular segment offers the elements needed in the portfolio entries.

Group Video Analysis Practice

1. What is the extent of classroom involvement (e.g., are the same students doing all the talking)?

2. Are the students engaged in the lesson? How can you tell? What do students' facial expressions and body language tell about the instruction?

3. Were there any opportunities for students to ask questions? How would you categorize the students' questions (e.g., did they indicate confusion and a need for clarification or understanding and extension)?

4. What kinds of tasks were the students asked to do? What evidence did you see that their previous knowledge and experiences were capitalized upon?

5. What evidence did you see of the students taking intellectual risks? Does the class look safe as an environment for getting something wrong? Do students talk to each other as well as to the teachers?

Questioning & Instruction

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QUESTIONING

"The kinds of questions teachers ask are key in determining the extent to which lessons are likely to help students learn important mathematics and science concepts. Teachers can use questioning to monitor student understanding of new ideas and to encourage students to think more deeply; however this kind of effective questioning is relatively rare in the nation's mathematics and science classes. More often, we saw questioning that was unlikely to deepen students' understanding, including teachers asking a series of questions too rapidly, and teachers asking questions focused only on a correct answer without checks for fuller understanding."

Weiss et al, 2003, *Inside the Classroom*, (a study of 364 math and science classrooms)

"I would argue that questioning is one of the most important acts that students can learn both for supporting their own learning and becoming literate, well educated people. ...Knowing how to ask relevant, probing and generative questions is critical to functioning successfully in society, yet students are rarely encouraged to ask questions in school mathematics classes and they often fail to engage in this act that is so important to advance learning and to life."

Boaler and Humphreys, 2005, *Connecting Mathematical Ideas*

The questions that we ask and how we respond to students' responses have important consequences for what students consider important to learn and how they perceive their roles as learners and as participants in the class ... Two questions have proven particularly productive in this regard:

- Is that true for all numbers?
- How do you know that is always true?

Ultimately these are questions that we want students to ask themselves, and we can establish that mind set by continually asking these when ever it is appropriate.

Another important consideration in thinking about questioning is how we respond to students when they put forth an idea. Students often are not very articulate in expressing their ideas, and we, as teachers, often want to restate what students have said to make it clearer and accessible to more students. We also may choose to restate what students have said to focus on the important mathematical ideas or to clarify the distinctions between different arguments that students have made. This sort of revoicing can play an important role in focusing the discussion in important mathematical ideas. But there also is a danger that ideas become ours instead of the students' when we repeat or write down what we think they should have said. If our reconstructions of students' ideas are too far removed from what they actually said, they may not be able to relate our version of what they said to what they meant to say. As a consequence, our version may not make sense to them. Equally important, the students may decide that their ideas are not valued. If we want to establish a classroom community in which students think that their ideas matter and that they can make sense of mathematics, we need to be careful to communicate those perspectives to them by the questions we ask and how we respond to the ideas they express.

Carpenter, Franke, and Levi, 2003, *Thinking Mathematically*

GENUINE ACTIONS AND INTERACTIONS

Genuine questions, statements, and actions show genuine interest in how others think about mathematical ideas. They focus on eliciting mathematical thinking, reasoning, generalizations and justifications rather than attempting to lead others to a certain way of thinking or imply "guess what I am thinking." Neither the language nor the delivery of genuine questions, statements, and actions gives clues about the correct-ness or value of an idea, and neither gives clues about other ways of thinking.

PRIVATE THINK TIME

Record some examples of –

A. Genuine Questions/Statements:

B. Genuine Actions:

C. Ways that we can undermine/diminish the genuineness of our questions/actions:

D. The outcomes for students when we do:

Quality Verbal Interaction

In my nine years as a mentor teacher I've had the privilege of observing in many classrooms. I've also viewed more than a hundred videotaped entries. Some classroom practices are dynamic- students are engaged in meaningful ways- and other classrooms lack energy. There is also a marked difference between students simply engaged in an activity (for instance, throwing paper balls into a basket when they spell a word correctly) and students truly focused on learning.

Assessors are not looking for lots of activity; they are looking for quality engagement. Patrick Finn, author of *Literacy with an Attitude*, identifies the level and content of a classroom discourse as one of the distinguishing features between domesticating education and liberating, or empowering, education. You can improve the level of your classroom discourse, a key feature of every videotape, by teaching students how to ask questions at every level. Students should be

responding not only to the teacher's questions, but to questions posed by other students as well.

Did you know?

- 85 percent of classroom conversation consists of the teacher asking questions of the students.
- 85 percent of those questions are "known response" questions. (The teacher already knows the answer and the student knows the teacher knows.) Students sometimes refer to this kind of questioning as "guessing what's on the teacher's mind."
- Teachers usually wait an average of less than three second between the time they ask a student a question and the time they expect an answer. Learn to wait up to three minutes. Waiting provides a more equal opportunity to respond and to learn from students who are more thoughtful than they are quick.

Transcribing one of your videos will give you a true picture of the discourse activity in your class and the types of questions you ask. To enhance the quality of your classroom discourse, encourage students to ask and answer questions at multiple levels. Level 3 questions, as defined next, are by far the most interesting. Questions should be only from teacher to student, but between students and from students to teacher. It is often more difficult to frame a question than it is to answer one. Thus asking questions may be the more accurate assessment of a student's understanding than

answering, say, a Level 1 question.

- **Level 1 Questions:** These questions can be answered explicitly by facts contained in the text or by information accessible in other resources. Answers are frequently short, no more than a word or a phrase.
- **Level 2 Questions:** The answers to these questions are implied in the text. They require analysis and interpretation of specific parts of the text.
- **Level 3 Questions:** These questions are more open-ended and go beyond the text. They are intended to provoke a discussion of an abstract idea or issue. These questions often attempt to connect the text, or an idea within the text, to another discipline.

(From the *National Board Certification Workbook*, by Adrienne Mack)

Reflective Conversation Questions

(from The National Board Certification Workbook by Adrienne Mack-Kirschner)

Use as sentence starters:

Paraphrasing

So...
In other words...
What I'm hearing then...
What I hear you saying...
From what I hear you say...
I'm hearing many things...
As I listen to you I'm hearing...

Clarifying

Would you tell me a little more about...
Let me see if I understand...
I'd be interested in hearing more about...
It'd help me understand if you'd give me an example of...
So are you saying/suggesting...?
Tell me what you mean when you...
To what extent...?
I'm curious to know more about...
I'm intrigued by...
I'm interested in...
I wonder...

Mediational

What's another way you might...?
What would it look like if...?
What do you think would happen if...?
How was... different from (like)...?
What sort of an impact do you think...?
What criteria do you use to...?
When have you done something like... before?
What do you think...?
How did you decide... (come to that conclusion)?
What might you see happening in your classroom if...?

Working with the cohort group...

Okay, we've formed a cohort, we will establish your group norms, and then we're ready to work. Much of the work we do together this year will be examining our written portfolio entries and analyzing one another's videotapes. While we are getting used to working with one another, we will begin by using structured protocols to examine one another's entries and videotapes.

Five Categories of Teacher's Questions

From *Fostering... Thinking* by Mark Driscoll (Heinemann, 199, pg. 6)

Question Type	Examples
Managing	<ul style="list-style-type: none">• Who is in charge of recording the work?• What are you doing now?• Are you on task?
Clarifying	<ul style="list-style-type: none">• Do you know ... ?• How did you get this ... ? (This question is designed to follow a student's train of thought.)• Who started...?
Orienting	<ul style="list-style-type: none">• What are you trying to find?• Have you thought about trying ... ?• If you have that..., does it match up with this...?• How can you decide if your thinking is correct? (How can you check your work?)
Prompting Reflection	<ul style="list-style-type: none">• How do you explain that?• Can you explain how ... ?• Why did you and your partner come up with different notes/responses?• Can you ... ?• Does anyone want to give us a different way to think about ... ?
Eliciting Thinking	<ul style="list-style-type: none">• How could ... ?• Why did ... ?• How did ... ?• What does ... mean?• Discuss the change you observed.• Is there a different way?• Can you locate a pattern?

Math-Talk Levels Tool

*Levels of the Math-Talk Learning Community:
Action Trajectories for Teacher and Student*

Overview of Shift-over Levels 0-3

The classroom community grows to support students acting in central or leading roles and shifts from a focus on answers to a focus on mathematical thinking.

Questioning

Shift from teacher as questioner to students and teacher as questioners

Level 0	Level 1	Level 2	Level 3
<p>Traditional teacher-directed class-room with brief answer responses from students.</p> <p><i>Teacher is the only questioner. Short frequent questions function to keep students listening and paying attention to the teacher.</i></p> <p>Students give short answers and respond to the teacher only. No student-to-student math talk.</p>	<p>Teacher beginning to pursue student mathematical thinking. Teacher plays central role in the math-talk community.</p> <p><i>Teacher questions begin to focus on student thinking and focus less on answers. Teacher begins to ask follow-up questions about student methods and answers. Teacher is still the only questioner.</i></p> <p>As a student answers a question, other students listen passively or wait for their turn.</p>	<p>Teacher modeling and helping students build new roles. Some co-teaching and co-learning begins as student-to-student talk increases. Teacher physically begins to move to side or back of the room.</p> <p><i>Teacher continues to ask probing questions and also asks more open questions. She also facilitates student-to-student talk, e.g. by asking students to be prepared to ask questions about other students' work.</i></p> <p>Students ask questions of one another's work on the board, often at the prompting of the teacher. Students listen to one another so they do not repeat questions.</p>	<p>Teacher as co-teacher and co-learner. Teacher monitors all that occurs, still fully engaged. Teacher is ready to assist, but now in more peripheral and monitoring role (coach and assister).</p> <p><i>Teacher expects students to ask one another questions about their work. The teacher's questions still may guide the discourse.</i></p> <p>Student-to-student talk is student-initiated, not dependent on the teacher. Students ask questions and listen to responses. Many questions are "Why?" questions that require justification from the person answering. Students repeat their own or other's questions until satisfied with answers.</p>

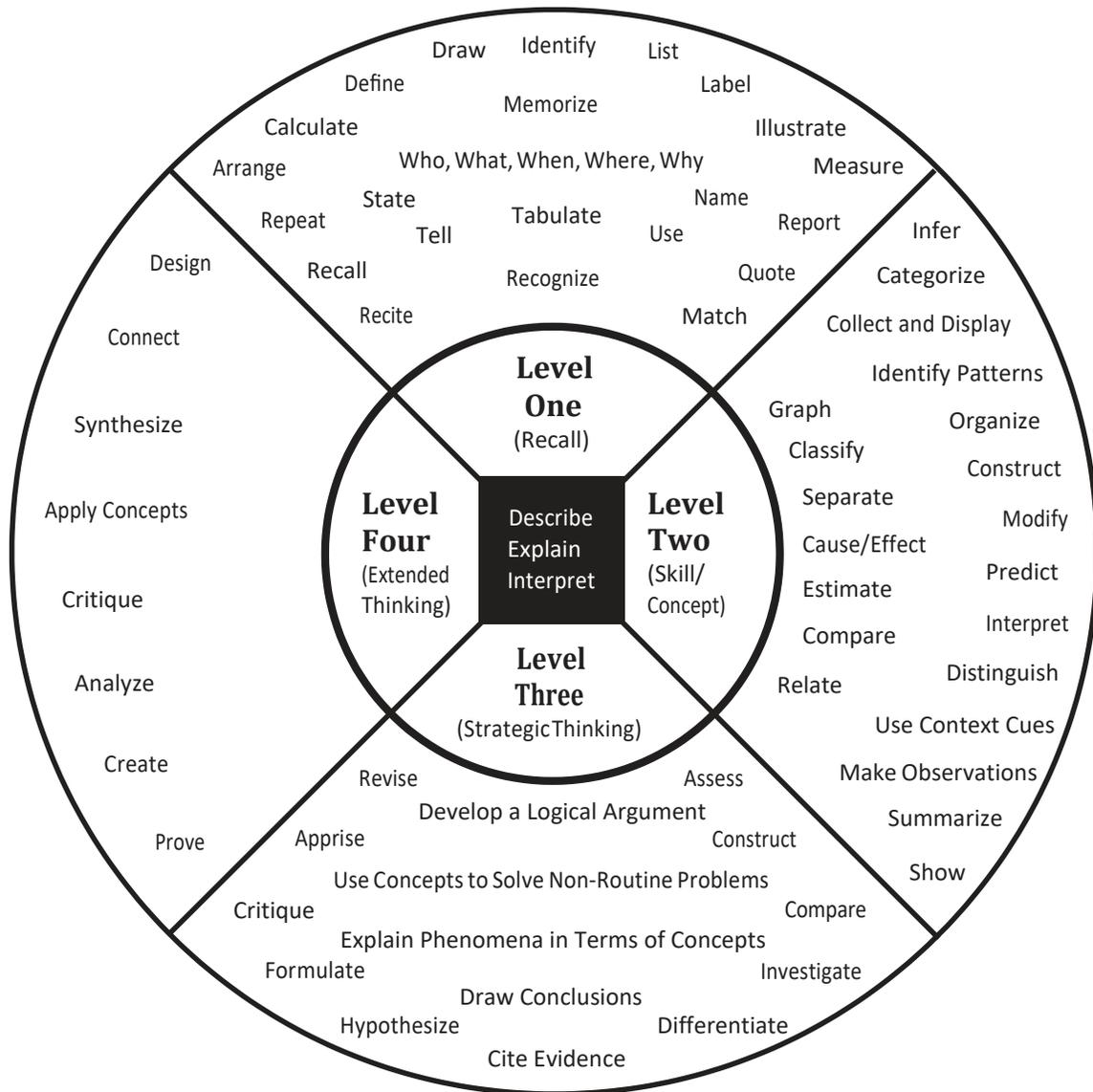
STUDENT DISCOURSE OBSERVATION TOOL

Teacher _____ Grade/Class _____ Date _____ Page _____ of _____

PF PROCEDURES/FACTS	J JUSTIFICATION	G GENERALIZATION
<ul style="list-style-type: none"> • Short answer to a direct question • Restating facts/statements made by others • Showing work/methods to others • Explaining what and how • Questioning to clarify • Making observations/connections 	<ul style="list-style-type: none"> • Explaining why by providing mathematical reasoning • Challenging the validity of an idea by providing mathematical reasoning • Giving mathematical defense for an idea that was challenged 	<p>Using <i>mathematical relationships as the basis</i> for:</p> <ul style="list-style-type: none"> • Making conjectures/predictions about what might happen in the general case or in different contexts • Explaining and justifying what will happen in the general case

Discourse Type	Discourse-Based Evidence of Student Thinking	Co-Inquiry Questions
	<p style="font-size: small; margin: 0;">*Indicates student thinking that I am especially curious about</p>	

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
<p>Recall elements and details of story structure, such as sequence of events, character, plot and setting.</p> <p>Conduct basic mathematical calculations.</p> <p>Label locations on a map.</p> <p>Represent in words or diagrams a scientific concept or relationship.</p> <p>Perform routine procedures like measuring length or using punctuation marks correctly.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in a narrative.</p> <p>Use context clues to identify the meaning of unfamiliar words.</p> <p>Solve routine multiple-step problems.</p> <p>Describe the cause/effect of a particular event.</p> <p>Identify patterns in events or behavior.</p> <p>Formulate a routine problem given data and conditions.</p> <p>Organize, represent and interpret data.</p>	<p>Support ideas with details and examples.</p> <p>Use voice appropriate to the purpose and audience.</p> <p>Identify research questions and design investigations for a scientific problem.</p> <p>Develop a scientific model for a complex situation.</p> <p>Determine the author's purpose and describe how it affects the interpretation of a reading selection.</p> <p>Apply a concept in other contexts.</p>	<p>Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.</p> <p>Apply mathematical model to illuminate a problem or situation.</p> <p>Analyze and synthesize information from multiple sources.</p> <p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Design a mathematical model to inform and solve a practical or abstract situation.</p>

Classroom Observations of DOK Levels

DOK Level	Classroom Observations
<p>Level One (Recall)</p> <ul style="list-style-type: none"> • Recall elements of a "bigger picture" • Mathematical calculation • Create labels • Represent concepts • Routine procedures • Descriptions 	
<p>Level Two (Skill/Concept)</p> <ul style="list-style-type: none"> • Identification and summary • Use of context clues • Multi-step mathematical calculation • Cause/effect relationships • Use of patterns • Develop formulas • Organize data • Interpret data 	
<p>Level Three (Strategic Thinking)</p> <ul style="list-style-type: none"> • Defend ideas with multiple reasonings • Create expressive work geared to a specific audience • Investigate concepts via research scientifically • Develop a scientific model to explain a situation • Determine purpose and use realistic interpretation in explanation of material • Apply concepts in new contexts 	
<p>Level Four (Extended Thinking)</p> <ul style="list-style-type: none"> • Define problem, develop experimental solutions, test ideas, report results • Use mathematics to help others understand a situation, create information specific to situation, and/or solve a practical/abstract situation • Analyze/synthesize data using multiple sources • Use patterns and themes across context/cultures • Create models 	

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WV NBPTS RESOURCE CENTER FAQ

What is the National Board/or Professional Teaching Standards (NBPTS)? In 1983, public concern about the state of American education was sharply heightened by the issuance of a federal report titled *A Nation at Risk*. The report provoked a wave of reform initiatives that engulfed the education community.

Most of these programs, however, left out a critical element of the education equation: the classroom teacher. Three years after *A Nation at Risk*, the Carnegie Task Force on Teaching as a Profession issued a pivotal report, *A Nation Prepared: Teachers/or the 21st Century*. Its leading recommendation called for the establishment of a National Board for Professional Teaching Standards. The following year, this unique institution in the history of American education was born.

What is the mission of the NBPTS?

The mission of the NBPTS is to establish high and rigorous standards for what accomplished teachers should know and be able to do; to develop and operate a national, voluntary system to assess and certify teachers who meet these standards; and to advance related education reforms for the purpose of improving student learning in American schools.

What is National Board Certification?

National Board Certification, developed by teachers, with teachers, and for teachers, is a symbol of professional teaching excellence. Offered on a voluntary basis, it complements, not replaces, state licensing. While state licensing systems set entry-level standards for beginning teachers,

National Board Certification has established advanced standards for experienced teachers. The NBPTS assessments for National Board Certification include having teachers construct a portfolio that represents an analysis of their classroom work and participate in exercises designed to tap the knowledge, skills, disposition and professional judgment that distinguish their practice.

What is the foundation for National Board Certification?

The NBPTS seeks to identify and recognize teachers who effectively enhance student learning and demonstrate the high level of knowledge, skills, abilities, and commitments reflected in 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.

What certifications are available?

The NBPTS offers certifications in many of the content areas taught in today's schools. Although not all areas are covered, the NBPTS adds new certification areas each year. Currently certifications are available in areas such as Generalist, English Language Arts, Science, Social Studies-History, Math, Exceptional Needs Specialist, Music, Library-Media, World Languages Other than English, Art, English as a New

Language, Career and Technical Education, Physical Education, and School Counselor, Health Education, and Literacy.

Are there other sources for NBPTS questions and answers?

NBPTS provides answers to questions regarding candidate eligibility, application, portfolio, assessment, scoring, retake procedures, graduate credit, renewal, Standards, your NBPTS profile and upcoming conferences at <http://www.nbpts.org/>.

What does the State of West Virginia offer to teachers seeking National Board Certification?

WV will reimburse for the first half of the enrollment fee after candidate enrolls for two components and pays the \$75.00 annual registration fee for National Board Certification. WV will reimburse for the second half of the program upon completion and submission of the final two components plus the \$75.00 annual registration fee (if applicable) as verified by the NBPTS. In addition, each teacher who completes the submission process may be reimbursed up to

\$600.00 for expenses incurred while obtaining the certification. This \$600.00 may be used to cover the cost of the retake fee. This reimbursement program is subject to legislative appropriation and shall be limited to 200 teachers annually as funding allows. To obtain an application for reimbursement go to: <http://wvde.state.wv.us/certification/forms>

What does the State of West Virginia offer to National Board Certified Teachers?

Each teacher who achieves National Board Certification shall be paid \$3,500 annually for the life of the certification, but in no event more than ten years for any one certification. To request an application for the salary supplement, go to: <http://wvde.state.wv.us/certification/forms>

Is the salary supplement granted automatically?

You must apply for the supplement, using the Form 12 application.

Will I receive the salary supplement for the entire school year?

The salary supplement effective date is the same date that your NBPTS board certification is effective; usually during the fall or early winter.

How will I receive the salary supplement?

The salary supplement will be added to your regular pay by your county payroll office.

Do I need to renew the salary supplement every year?

Your salary supplement is effective until your board certification expiration date, as long as you are employed in a classroom in the public schools. The salary supplement therefore does not need to be renewed until your NBPTS board certification expires.

National Board for Professional Teaching Standards Incentive and Contact List
***Verified August 2019, **Verified June 2020**

County	Contacts	Email	Incentives over and above the \$3,500.00 bonus from the state
Barbour	David Neff	dbneff@k12.wv.us	\$1,200.00*
Berkeley	Anne Laskey	alasky@k12.wv.us	\$3,000.00 (years 1-5) then \$5,000.00 (renewal); 1 professional day to take Assessment Center Exercises; In-county NBC Mentor Support Program; and audio/visual equipment available for candidates**
Boone	Dr. Lisa Beck	ldbeck@k12.wv.us	\$3,500.00 annual supplement**
Braxton	Kathy Hypes	khypes@k12.wv.us	None
Brooke	Karen Givens-Whetsell	kgivenswhetsell@k12.wv.us	\$2,000.00 annual supplement; provides teachers with computer assistance and video equipment to aid them during the process; provides three (3) professional leave days for them during the process; provides three (3) professional leave days for candidates to prepare for assessments**
Cabell	Vickie Adkins	vickie.adkins@k12.wv.us	\$3,500.00 annual supplement plus a one-time \$2,000.00 bonus upon initial certification
Calhoun	Kelli Whytsell	kwhytsell@k12.wv.us	None*
Clay	Joan Haynie	jhaynie@k12.wv.us	Professional leave will be granted to candidates seeking to attend professional learning sessions.**
Doddridge	Adams Cheeseman	acheeseman@k12.wv.us	\$1,000.00 annual supplement
Fayette	Anna Kincaid-Cline	akincaid@k12.wv.us	\$1,000.00 annual supplement for five (5) years
Grant	Douglas Lambert	dslamber@k12.wv.us	\$2,500.00 annual supplement
Gilmer	Shelly Mason	skmason@k12.wv.us	\$1,500.00 annual supplement**
Greenbrier	Lynne Bostic	lbostic@k12.wv.us	\$2,000.00 annual supplement for the first five (5) years and an additional \$500.00 (totaling \$2,500.00 per year) for year six (6) through ten (10) and each year thereafter providing the certification is maintained. The supplement shall be in addition to the supplement provided by the West Virginia Department of Education for National Board Certification.
Hampshire	Jeffrey Pancione	jpancion@k12.wv.us	\$500.00 stipend upon completion; up to 3 days professional leave; provisions for candidates to borrow laptop computers for home use; allow full use of school copiers; allow full use of county video equipment; make provisions for teachers and/or staff to assist candidates (critiquing papers, videotaping, etc.); provide a county reimbursement for mileage to testing center; establish local cohorts according to interest; use of reference materials from professional library
Hancock	Tim Woodward	twoodward@k12.wv.us	\$2,500.00 annual supplement
Hardy	Jody Shewbridge	jshewbri@k12.wv.us	Classroom teachers receive \$3,500.00 stipend from the state with a county matching of \$3,500.00**
Harrison	Jenna Williams	jenna.williams@k12.wv.us	3211.2.1 Staff development opportunities to assist the applicant in the initial part of the process as well as during the subsequent stages. 3211.2.2 Five hundred dollars (\$500.00) in “seed money” to help defray some of the upfront costs for initial certification. An applicant who withdraws from the program prior to completion must reimburse the county this five hundred dollars (\$500.00). 3211.2.3 Four (4) days of professional leave for the applicant to complete his/her application for initial certification. 3211.2.4 Use of all audiovisual equipment needed. 3211.2.5 An annual salary supplement which when added to the state’s contribution would equal \$4,000.00. 3211.2.6 Harrison County will continue to supplement employees with National Board Certified Teacher (NBCT) renewal credentials if they bid into a position that is no longer funded by the state. Such employees with NBCT renewals will continue to receive a county supplement upon re-certification even though no state funding is received.**

Jackson	Jay Carnell	icarnell@k12.wv.us	\$2,000.00 annual supplement, three days of professional leave to candidates working on initial certification**
Jefferson	Patrick Blanc	pblanc@k12.wv.us	\$3,500.00 annual supplement
Kanawha	Elaine Gayton	elaine.gayton@k12.wv.us	\$1,500.00 annual supplement
Lewis	Robin Lewis	rjlewis@k12.wv.us	\$2,000.00 annual supplement
Lincoln	Kirk King	kllking@k12.wv.us	\$3,500.00 annual supplement, professional leave available for candidates, access to county AV equipment and mentor/cohort support
Logan	Elizabeth Thompson	ethomps@k12.wv.us	\$1,500.00 annual supplement, use of AV equipment upon request**
Marion	Gary Price	gprice@k12.wv.us	\$1,000.00 annual supplement; professional development opportunities to assist the candidate in the initial process; up to three days professional leave; allow for full use of county equipment; provisions for teachers and/or staff to assist candidates (videotaping, critiquing coursework); provide a county reimbursement for mileage to testing center; and establish local cohorts according to interest
Marshall	Michael Hince	mhince@k12.wv.us	\$2,000.00 annual supplement
Mason	Jack Cullen	jcullen@k12.wv.us	Three days professional leave during candidacy, a one-time \$3,500.00 bonus in year one and \$1,500.00 per year for the life of the certificate
McDowell	Carolyn Falin	cfalin@k12.wv.us	None
Mercer	Angela Groseclose	agroseclose@k12.wv.us	\$1,500.00 annual supplement**
Mineral	Susan Grady	Sgrady@k12.wv.us	Upon successful completion of one of the national certification processes listed above, the employee will be reimbursed to a limit of \$500.00 for fees that are not reimbursed by the State. Two (2) days of professional leave will be allowed for the applicant to complete his/her application. All audio visual and technology equipment will be made available as needed. The Board will match the State's supplement annually for professional employees who successfully earn one of the national certifications recognized by the West Virginia Department of Education. This supplement will continue for the duration of the certification or as long as the certificate is valid. Continued funding of this supplement will be contingent upon availability of funds (contingent upon the passage of the operating excess levy).**
Mingo	Donald Spence	dspence@k12.wv.us	\$1,500.00 annual supplement
Monongalia	Natalie Webb	nwebb@k12.wv.us	\$1,000.00 annual supplement, three days of professional leave
Monroe	Misty Nelson	Mrnelson@k12.wv.us	\$1,000.00 annual supplement for three years**
Morgan	Russell Penner	rpenner@k12.wv.us	Provides a mentor and professional leave days to attend professional development
Nicholas	Dr. Donna Burge-Tetrick	dtetrick@k12.wv.us	Incentive(s): Any NBCT employed in Nicholas County will be given an annual supplement of \$500.00. Any NBCT assignment to mentor a Nicholas County teacher in the National Board process will be given an annual \$150.00 stipend. Any Nicholas County teacher in the NB process will have access to the use of Nicholas County Schools' technology during the process and will be provided two (2) professional leave days during the process for completion of certification work. Any Nicholas County NBCT will be provided one (1) professional leave day per year.
Ohio	Kim Miller	ksmiller@k12.wv.us	\$2,000.00 annual supplement, three professional days for candidates, cohort and mentor support provided
Pendleton	Nicole Hevener	nhevener@k12.wv.us	None*
Pleasants			Annual supplement for professionals achieving certification: \$1,200.00
Pocahontas	Sherry Radcliff	sradcliff@k12.wv.us	\$1,000.00 annual supplement**
Preston	Angellicia Varner	angellicia.varner@k12.wv.us	If funding allows, a one-time supplement of \$2,500.00 for NBCTs upon certification**

Putnam	Dan Rinck	wrinick@k12.wv.us	\$2,000.00 annual supplement (years 1-5), \$4,000.00 annual supplement (years 6-10). All NBCT candidates are assigned a mentor who is a Putnam County teacher that has achieved NBPTS Certification previously. Mentors are paid \$600.00 annually to serve as NBCT mentors. Regular meetings are conducted by NBCTs to assist candidates with editing, etc. The county has purchased five complete sets of video and sound equipment to use when taping lessons for submission. If needed, the county will supply someone to operate the video equipment. All NBCT candidates are given three (3) professional leave days to use during the candidacy period. In addition, mentors are given one (1) professional leave day to work with their assigned candidate. NBCTs are annual celebrated and recognized at a meeting of the Putnam County Board of Education. **
Raleigh	Sandra Sheatsley	sheatsl@k12.wv.us	\$3,500.00 annual supplement; two professional days for preparation**
Randolph	Gabriel Devono	gjdevono@k12.wv.us	\$1,500.00 annual supplement
Ritchie	April Haught	ahaught@k12.wv.us	\$1,200.00 annual supplement for teachers.**
Roane	Richard Duncan	rdduncan@k12.wv.us	Professional leave and access to Audio-Visual equipment**
Summers	David Warvel	david.warvel@k12.wv.us	Three days professional leave while working on certification
Taylor	Pamela Gallaher	pgallaher@k12.wv.us	\$1,000.00 annual supplement
Tucker	Alicia Lambert	arlambert@k12.wv.us	None*
Tyler	Shane Highley	ahighley@k12.wv.us	\$1,500.00 annual supplement; three (3) additional personal leave days during the time spent working on board certification
Upshur	Melinda Stewart	mjstewart@k12.wv.us	\$2,500.00 annual supplement
Wayne	Todd Alexander	talexand@k12.wv.us	Access to a laptop computer, video equipment to record and tape classroom work, camera, digital camera, scanner and printer with photo quality capabilities on photo quality paper, to provide pictures of actual classroom (if available at District high school). One-time monetary supplement to a maximum of ten (10) regularly employed Wayne County Schools classroom teachers per year: A one-time supplement of \$1,500.00 if the individual certified within one (1) year; \$1,000.00 if certified after one (1) year; one-time supplement of \$500.00, if certified after two (2) years and before the completion of a third year, No supplement if the individual Wayne County classroom teacher/applicant is certified more than three (3) years after first registering with the Wayne County Board of Education of an intention to register with the NBPTS
Webster	Allison Pyle	apyle@k12.wv.us	None*
Wetzel	Edward Toman	etoman@k12.wv.us	\$1,500.00 annual supplement
Wirt	Karen Cummings	kcummin@k12.wv.us	\$2,500.00 annual supplement**
Wood	Christie Willis	willis@k12.wv.us	\$3,500.00 annual supplement, Wood County has an active NBPTS Support Cadre
Wyoming	Stacey Lusk	stacey.lusk@k12.wv.us	\$1,250.00 annual supplement**

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



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

Applicant Information Page for Reimbursements that Require Employment

Date Received by County Board of Education: _____

Date Received by Institution of Higher Education: _____

Part 1 -Applicant Information					Part 2-Disclosure of Background 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) _____		YES	NO	Documentation Attached
(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>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.</i>									
Signature of Applicant _____					Date _____				
Please Identify the Attached Application <input type="checkbox"/> Form 33 <input type="checkbox"/> Form 36 <input type="checkbox"/> Form 37									
Part 4—Fingerprinting Information									
One may access fingerprinting instructions at http://wvde.state.wv.us/certification/forms/fingerprints <input type="checkbox"/> I have previously received Certification in WV and understand that I do not need to re-submit my fingerprints. <input type="checkbox"/> 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>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.</i>									
Signature of Superintendent _____			County _____			Date _____			

If you answer yes to any question below, SUBMIT a narrative with your application. The narrative should include dates, locations, school systems, and all/any other information that explains the circumstance(s) in detail.	YES	NO	Documentation Attached
1) Have you ever had adverse action taken against any application, certificate, or license in any state? Adverse action includes but is not limited to the following: letter of warning, reprimand, denial, suspension, revocation, voluntary surrender or cancellation.			
2) Have you ever been disciplined, reprimanded, suspended, or discharged from any employment because of allegations of misconduct?			
3) Have you ever resigned, entered into a settlement agreement, or otherwise left employment as a result of alleged misconduct?			
4) Is any action now pending against you for alleged misconduct in any school district, court, or before any educator licensing agency?			
5) Have you ever been arrested, charged with, convicted of, or are currently under indictment for a felony? *			
6) Have you ever been arrested, charged with or convicted of a misdemeanor? (For the purpose of this application, minor traffic violations should not be reported) Charges or convictions for driving while intoxicated (DWI) or driving under the influence of alcohol or other drugs (DUI) must be reported. *			

* For a YES response to items 5 & 6, the following must be included for all charges, including those that have been dismissed or expunged: 1) Judgment Order; **OR** 2) Final Order; **OR** 3) Magistrate Court Documentation; **AND** 4) all other relevant court documentation.



Applicant Information Page

Date Received by County Board of Education: _____
 Date Received by Institution of Higher Education: _____

Part 1 -Applicant Information						Part 2-Disclosure of Background 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) _____		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; text-align: center;">YES</td> <td style="width: 33%; text-align: center;">NO</td> <td style="width: 33%; text-align: center;">Documentation Attached</td> </tr> </table>		YES	NO	Documentation Attached
YES	NO	Documentation Attached									
(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>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.</i>											
Signature of Applicant _____						Date _____					
A non-refundable fee is required for each application. Please pay online at https://wveis.k12.wv.us/certpayment/ . Applications attached:				Supporting documentation attached: (non-fee required Forms, e.g. Forms 4B, 7, V10, V16)							
Form # _____		Form # _____		Form # _____		Form # _____		Form # _____			
Part 4—Fingerprinting Information											
One may access fingerprinting instructions at http://wvde.state.wv.us/certification/forms/fingerprints											
<input type="checkbox"/> I have previously received Certification in WV and understand that I do not need to re-submit my fingerprints.											
<input type="checkbox"/> I have never held WV Certification and will submit my fingerprints to L1 Solutions. All first-time applicants must have fingerprints processed by L-1 Solutions (L1enrollment.com). A fingerprint service code will be sent to your e-mail once the application is received.											
Part 5 - Superintendent Recommendation (Required if employed in a WV School System)											
<i>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.</i>											
Signature of Superintendent _____			County _____			Date _____					

* 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.



W. Clayton Burch
State Superintendent of Schools