

Accomplished Teaching Series

The Classroom Academy: A Residency Model for Teacher Preparation

Professional Learning Community Conversation Frameworks

Facilitator's Guide to Exploring Accomplished Practice

A Collection of Conversation Frameworks grounded in the National Board Standards and 5 Core Propositions.



Teachers are committed to their students and their learning.



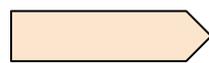
Teachers know the subjects they teach and how to teach those subjects to students..



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..



Created, as part of the NEA GPS grant, to support teachers in all stages, from pre-service across the career continuum to teacher leadership, as they pursue improved instructional practice.



**CLASSROOM
ACADEMY**





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Professional Learning Conversation Frameworks~2018 Improving Practice through the Body of Knowledge ~ Accomplished Practice

LAUNCH: Setting Norms and Identifying a Problem of Practice

Participants will identify a Problem of Practice, drawing on their own professional experience. Participants will use mentor texts to craft a Problem of Practice Statement that describes an issue and includes focus questions.

Core Prop 1: Teachers are Committed to Students and Their Learning

100	Topic 1: Identifying individual differences: Teachers will identify gaps in student interest, experience and ability that challenge student learning, then identify strategies to bridge those gaps.
104	Topic 2: Incorporating Interests, Abilities, and Knowledge Teachers will discuss the development of instructional strategies to respond to student needs based on interests, abilities and prior knowledge.
106	Topic 3: Designing and Differentiating Assessments: Participants will discuss providing multiple opportunities for students to showcase abilities and differentiating assessment methodologies.
110	Topic 4: Creating Equity and Taking Risks: Participants will discuss how to create an equitable environment of respect and rapport where students are comfortable taking risks.
112	Topic 5: Meeting Individual Needs: Participants will discuss how to create a culture of learning, utilizing multiple methods to meet individual student needs.
116	Topic 6: Assessments to Identify Gaps Participants will discuss uses of formative assessments to identify gaps and make adjustment that provide various access points for students.
118	Topic 7: Building Community, Collaboration, and Equity Educators will discuss strategies for building community by using the distinctive traits and talents of individuals and establish a culture of collaboration to meet individual student needs.
122	Topic 8: Knowledge of Students: Informing Instructional Decisions Participants will discuss how to make instructional decisions based on observations of students while working on various tasks.
126	Topic 9: Advancing Student Success through Relationships Participants will discuss how to build meaningful relationships with students to advance their understanding and experience success.
133	Topic 10: Differentiated Instruction Participants will discuss developing an array of strategies for sharing differences, identifying similarities, and embracing diversity with the learning environment.
135	Knowledge of Students Standards Study Bundle





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Core Prop 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students	
233	Topic 1: Crosswalking CP Two and Learning Environment Study Bundle Participants will discuss and make connections with Core Proposition Two and the Learning Environment Standard. Conversations and reflections will focus on the learning environment of an accomplished teacher.
237	Topic 2: Engaging Students in Learning: Motivating and engaging students is critical in promoting learning. Participants will discuss and reflect on instructional approaches for student engagement.
241	Topic 3: Knowledge of Content and Instructional Planning Participants will discuss ways they make connections within/among disciplines. These design qualities are important fostering a collaborative culture in planning meaningful and engaging activities for students to connect with the content.
246	Topic 4: Creating Multiple Pathways to Learning: Learners tend to be more engaged when presented with choices. Participants will discuss ways in which they create multiple pathways to knowledge and develop choice assignments to assist students in mastering content.
248	Topic 5: Assessments to Inform, Pace, and Guide: Participants discuss the use of diagnostic, formative, and summative assessments to inform, plan, pace, and guide their instruction.
250	Topic 6: Infusing Diversity and Multiple Perspectives Modeling critical thinking skills and using culturally diverse materials help in developing multiple perspectives and in examining events or problems from different angles.
252	Topic 7: Self-Assessment for Student Learning Participants discuss and explore ways to engage students in self-assessment to be reflective of their experiences and foster a sense of student agency.
254	Title 8: Planning Goals and Instructional Goal Setting Participants will discuss setting goals in planning and instruction to address the challenges in differentiating learning goals (i.e., what students will learn) from learning activities (i.e., what students will do). Oftentimes both terms are used interchangeably resulting in confusion.
256	Topic 9: Collaboration for New Learning: Teachers will discuss and share their knowledge of instructional practice at the classroom level and beyond.
258	Topic 10: Technology in the Classroom: Teachers will discuss the impact of technology on learning and its usefulness in the classroom as a source of engagement and growth, professionally, and personally. Participants will review use of technology, importance of building 21st Century skills in students, and staying abreast of current trends in education.
260	Learning Environment Standards Study Bundle



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Core Prop 3: Teachers are Responsible for Managing and Monitoring Student Learning.	
357	Topic 1: Crosswalk Core Prop 3 and NB Assessment Standards Bundle Teachers will discuss the use of assessment methods to manage/monitor student learning in their classrooms utilizing the certification area assessment standards.
359	Topic 2: Ensuring Equity: Ensures all students are treated equitably. In this conversation, teachers will explore how to identify what their students, as individuals and as a collective, need at this time, in this setting.
364	Topic 3: Identifying Instructional Goals Teachers will discuss how to clearly identify and articulate instruction goals as well as the various methods and instructional strategies which might be employed to help meet those goals.
366	Topic 4: Designing Assessment to Monitor Student Progress toward Instructional Goals In this conversation, teachers will discuss how they assess learning experiences that they create or coordinate, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies.
368	Topic 5: Evidence of Student Learning: Educators use outcomes to decide if they should review skills within a topic, challenge students with a related concept, or advance to the next subject. In this conversation, teachers will identify the evidence they gather for these instructional decisions.
371	Topic 6: Planning Considerations: Teachers will discuss the manner in which they monitor student progress, engagement and learning for signs of misunderstandings or opportunities for enrichment as well as evaluate classes as learning collectives.
380	Topic 7: Learning Environment: Teachers will discuss how to proactively manage classroom procedures and student behavior to create vibrant, productive workspaces and organized physical spaces. These settings teachers design, the situations they create, and strategies they select are grounded in educational research/professional experience.
384	Topic 8: Student Feedback: Throughout the learning process, teachers work collaboratively with their students. Teachers will discuss how they provide clear understanding of learning objectives, why they are relevant, and how they encourage students to take ownership of their learning.
389	Topic 9: Looking at Student Work: Participants will bring their own assessment and response to understand the characteristics of student work that demonstrate growth and learning. They will also, through sharing their tool and student work, discuss student responses and how to build on accomplishment.
391	Topic 10: Instructional Decisions (after Instructional Planning) Participants will discuss the process of instructional decision making during lessons and alignment to planning. They will further explore approaches, strategies, techniques, and activities to promote active engagement.
392	Topic 11: Reflection: Teachers will discuss the evidence they may use to determine the extent to which goals are achieved by the class or individual students. They will then discuss the integration of that information into the planning for next steps.
395	Assessment Standards Study Bundle



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Core Prop 4: Teacher Think Systematically About Their Practice and Learn from Experience	
498	Topic 1: Core Proposition 4 an Evidence Review Teachers will take a deep dive into the language of Core Proposition 4.
500	Topic 2: Crosswalking Core Proposition 4 with National Board Reflection Standards: Teachers will compare the NYS Standards, the language for Core Proposition 4, the National Board Reflection Standards, and walk away with ideas to increase reflection in their teaching practice.
504	Topic 3: Exploring Problems of Practice Rooted in Core Prop 4 In this lesson, teachers will learn how to identify problems of practice specific to Core Proposition 4 and root in specific evidence.
506	Topic 4: Roundtable on Problems of Practice Rooted in Core Prop 4 In this lesson, teachers will brainstorm problems of practice rooted in Core Proposition 4, and dig into their personal teaching practice through free-write sharing and probing questions.
508	Topic 5: Learning from Experience: Making Decisions Based in Reasoned Judgement: Accomplished teachers make decisions grounded in established theories and reasoned judgment of experience and incorporate new research.
510	Topic 6: Learning to Use Reflection to Enhance Practice and Increase Student Learning: Participants will watch how an accomplished teacher goes through the process of reflection and adjustment. They will learn how to use what they know from experience, and reasoned judgement and recent research and pedagogy to create lessons that enhance student learning.
512	Topic 7: Thinking Systematically about Student Practice: Monitoring student progress is not limited to formative/summative assessments, it is also observing students work in the classroom as they process an idea or concept while working toward understanding. These observations inform the accomplished teacher's planning and preparation of assessments, as well as lesson structures.
516	Topic 8: Analyzing and Reflecting on Student Learning In this lesson, teachers will examine how student learning needs are reflected in data, and how teachers can collaborate with other educational stakeholders to assess student learning needs and assist students in learning.
518	Topic 9: Looking at Student Work: In this session, teachers will closely examine student work samples for patterns and trends among their assessment practice.
520	Topic 10: Videotaping and Reflection Inviting Colleagues to observe and offer critiques of instructional practices.
522	Reflection Standards Study Bundle



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Core Prop 5: Teachers are Members of Learning Communities

600	Topic 1: Core Proposition 5 Evidence Review Teachers will take a deep dive into the language of Core Proposition 5.
602	Topic 2: Crosswalking Core Proposition 5 with National Board Equity Standards: Teachers will compare the NYS Standards, the language for Core Proposition 5, the National Board Equity Standards, and walk away with ideas to increase equity in their teaching practice.
604	Topic 3: Teacher as Communicator: Teachers will discuss and brainstorm effective methods to increase communication with families, and they will engage in a text-stimulated debate about improving parent-teacher communication.
608	Topic 4: Communicating with Stakeholders: Participants will discuss how to successfully engage stakeholders to contribute to improved student learning.
611	Topic 5: Teacher as Collaborator: In a collaborative learning environment, teacher leaders will analyze and interpret lesson plans and examine student work. Additionally, they partner with colleagues to support inclusive education.
613	Topic 6: Accomplished Teachers as Advocates Accomplished teachers also advocate for instructional programs that promote and support equitable learning for all students. They understand and acknowledge roles of multiculturalism, assimilation, and acculturation. They capitalize on opportunities to advocate for students/families of diverse backgrounds.
617	Topic 7: Teacher as Leader: In this conversation, participants will discuss their role as a leader in the school community and what makes a teacher leader.
621	Topic 8: Teacher as Leader (part 2): In this conversation, participants will discuss their role as Instructional Leadership and devise methods/strategies to improve student and teacher achievement.
623	Topic 9: Teacher as Leader, Establishing Next Steps Participants will discuss personal leadership roles and opportunities.
625	Topic 10: Use of Data to Inform Practice: Participants discuss how to review data to identify trends and impact practice.
627	Equity Standards Study Bundle
707	RESOURCE SECTION



Learning Resources: Facilitator

THE ACCOMPLISHED TEACHING SERIES~Learning Environment

LAUNCH LESSON: Developing Norms, Exploring Standards, Identifying a Problem of Practice using the National Board Body of Knowledge

Brief Description: Participants will learn how norms govern how group members work and interact with each other. They will learn to lead a team in establishing and maintaining norms. Participants will engage with their Knowledge of Student standards to discuss the impact on instructional practice.

Participants will identify a Problem of Practice, drawing on their own professional experience. Participants will use mentor texts to craft a Problem of Practice Statement that describes an issue and includes focus questions.

“What then is a teacher? As teachers we use the many sources of professional knowledge, skill, and experience at our disposal to engage the minds and hearts of children and youth by teaching and inspiring them. And once we mess with the minds and hearts, we are prepared to take responsibility for the messes we have made, the dreams we inspired, the minds we have brought to life, the prejudices we have forestalled, and the society to which we have given hope.”

What Teachers Should Know and Be Able to Do, pg. 5

Protocols Included: [Norms Construction](#); [Save the Last Word](#); [4 As](#)

Outcome-based objectives and assessments:

Objectives
Develop norms with a group
Reflection on the process as a participant
Reading and connecting to the KoS standards
Reading and synthesizing 5 Core Propositions
Examine the qualities of a “rich” problem of practice and considerations for identifying a problem of practice.
Identify a Problem of Practice

Length/Timing: all day workshop (6 hours)

Materials or Special Set-up Required:

- [ATS Placemat](#) for reflection and thought capture
- [PPT for ATS Launch](#)
- [Standards Study Table Tents](#) and activity



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- Read [Norms Put the Golden Rule into Practice for Groups](#) by Joan Richardson, *Tools for Schools*, National Staff Development Council, August/September 1999.
 - [Reflective Journal Questions on Developing Group Norms](#)
 - [Learning Environment Standard Study Bundle](#)
 - Read and annotate “[Identifying a ‘Problem of Practice’](#)” and 5 Whys Protocol
 - Paper for reflections and statement of Problem of Practice
- Materials:*
- post its, pens/pencils, highlighters, chart paper, display board, tape, KoS standards, Green books, Standards tents, 5x7 cards for name tents
 - [Nt3 Norms](#) (highlight reflects group additions)

Process:

<i>Steps</i>	<i>Notes, materials, etc.</i>
Entry activity; Standards Study Table Tents	Tents on the table
Select a quote you saw an example of in your classroom this past week. Select a quote that describes an area of personal growth for you this year.	10 min
NORM SETTING	
Indicate to the group that effective groups generally have a set of norms that govern individual behavior, facilitate the work of the group, and enables the group to accomplish its task.	Remember that every group has norms, but some are dysfunctional. ~5 min
Turn & Talk <ol style="list-style-type: none"> What are some examples of your norms? By what process were they established? How often are they revisited and revised? Provide examples of norms by posting the list of norms.	Display norms from page 5 of the August/September 1999 issue of <i>Tools for Schools</i> . ~5 minutes
Recommend to the group that it establish a set of norms AND revisit them regularly to: <ul style="list-style-type: none"> ● ensure that all individuals have the opportunity to contribute in the meeting; ● increase productivity and effectiveness; and ● facilitate the achievement of its goals. 	~5 minutes
Here is ONE way to establish norms among members of a group: <ol style="list-style-type: none"> Give 5 post its to each person. Ask each person to reflect on and record behaviors they consider ideal behaviors they consider ideal behaviors for a group. Ask them to write an idea on each of the post its. 	~5 minutes
Each person will post their post its on a chart. As they post their ideas, they should begin to group ideas/behaviors that are similar together. Discuss commonalities within the group. Discuss any opposing behaviors that have been presented in the group: How can the	This can be done whole group or smaller groups.



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<p>group honor the needs of the individuals with the opposing behaviors?</p> <p>Look at the list of commonalities. What norms could we write that will promote these ideal behaviors?</p> <p>Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.</p>	<p>Have one member chart the commonalities (if you have several smaller groups sharing out) Have a member write the new norms on to chart paper. ~15 minutes</p>
<p>Discuss how the group will hold itself accountable for maintaining the norms: WHO will do WHAT if these norms are violated? (It is not solely the responsibility of the facilitator.) Role play some breaches of norms to give participants practice in what they will say/do.</p>	<p>~10 minutes</p>
<p>Reflect on the process Developing Group Norms Reflective Journaling</p>	<p>~5 minutes</p>
<p>Revisiting and Revising Norms: Collect and share ideas for revisiting and revising norms.</p> <ul style="list-style-type: none"> • Post publicly on the wall • Build time into the end of every meeting to check in on them • Have members select one norm for focus during each meeting • Make Norms Checker one of the team meeting roles • Put Norms Revisit on calendar monthly or quarterly Relate how setting group norms ties in to good classroom practice 	<p>~10 minutes</p>
BREAK	
<p>Dive into the Learning Environment Standards Read standards quietly: Save the Last Word Protocol Each participant selects and highlights a statement in their standards that resonates with them. More than one can be selected but they should be prioritized as they will select one to share/discuss.</p>	<p>10 minutes to read Groups of 5: 6 minutes per round 30 minutes Time will vary based on group size</p>
<p>Whole Group Discussion How does knowledge of students impact relationships, rigor, and relevance?</p>	<p>10 min</p>
<p>It starts with beliefs: Jigsawing the 5 Core Propositions Participants count off (1-5) and read their assigned Core Prop from the Green Book</p>	<p>10 min</p>
<p>Discuss as a like group, This makes sense to me because.... How is this evidenced in your classroom? Then group participants will create a poster capturing the essence of the Core Proposition to share out with the rest of the group.</p>	<p>10 min 10 min create 10 min share</p>



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Alternate activity: Book Study Jigsaw	
Break	
Individuals take an envelope with the 6 steps of professional making and a blank AAT. They will organize the six (or seven) cards and imagine an image or metaphor. They will then in groups of 3 Interview Carousel, discussing each group member's response.	10 min
Introduce the NB helix of AAT . Discuss interrelated aspects of teaching /learning; return to their poster and have time to modify or revise	10 min
Journal Jot: How the double helix and their image capture the idea of professional decision making.	5 min
Allow participants some time to read and annotate the article, " Identifying a 'Problem of Practice.' "	Modified 4 As Protocol
Small group Discussion: What surprised you in this article, one thing you agreed with; one thing you are unsure of?	~25 minutes
Practice Round: Problem of Practice Game Participants will Turn and Talk: In pairs, participants will discuss an issue or problem from their own professional experiences.	~ 20 minutes
Using the Placemat: Participants will craft Problem of Practice Statements that include a description of the issue as well as 2 or more focus questions.	Facilitators will circulate to listen in on some of the turn and talk discussions. ~25 min
Peer Review of statements, feedback and discussion Use The 5 "Whys" protocol to explore the issue	~15 min
Participants will use feedback and the qualities of a "rich Problem of Practice" and the "general considerations" from the article to examine and/or refine their Problem of Practice Statements.	~15 min
Exit whip around: What is the one thing that surprised you in today's conversation? How might you utilize the Learning Environment standards to improve instructional practice? ~10 min	
Next Steps: Schedule, next date(s), survey	

Source: Adapted from August/September 1999 *Tools for Schools*. Oxford, Ohio: National Staff Development Council, 1999.





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Minor modifications have been made from the activity as set forth in the *August/September 1999 Tools for Schools*. Oxford, Ohio: National Staff Development Council, 1999.

[School Reform Initiative Protocols: Norms Construction](#)

Activities designed by: Sharon Leach, NBCT; Rita Floess, NBCT; and modified (2018) by Colleen McDonald, NBCT and Rita Floess, NBCT

Crafting a Problem of Practice



Drilling Down: The 5 "Whys"?

Why?

1. _____

Why?

2. _____

Why?

3. _____

Why?

4. _____

Why?

5. _____

REVISION

FOCUS QUESTIONS

DEFINING THE ISSUE



Accomplished teachers are knowledgeable about a range of local and global issues that can influence students' perceptions of and experiences in school.

Accomplished teachers keep the progress of the whole group in sight even as they focus on individuals.

Accomplished teachers champion students' interests, helping them participate fully with their peers and helping them to learn self-advocacy.

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

Accomplished teachers solicit the wisdom of the classroom community and build upon it.

Accomplished teachers make opportunities for children to learn from one another and encourage them to help one another in thoughtful ways.

Accomplished teachers employ various means of learning about students and their families, communities, and school environments.

their comfort zones.

Accomplished teachers build support networks for their students while setting high expectations and challenging everyone to venture beyond

Accomplished teachers recognize that their professional responsibility includes defending students when students cannot defend themselves.

Accomplished teachers approach classroom management as a means to self-discipline and self-awareness.

Accomplished teachers help students grow and mature by working vigilantly to learn what students know, how they think, what they value, who they are, where they come from, and what motivates them.

Accomplished teachers cultivate interactions with their students to connect with each child on a meaningful level.

Accomplished reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students.

Accomplished teachers not only know their students, they help their students know themselves better as well.

Accomplished teachers foster the growth of networks of support and self-help that make students' school experiences positive.

Accomplished teachers hold high expectations for their students and believe that each student benefits when challenged.

Accomplished teachers are dedicated to meeting the needs of a diverse student population.

Accomplished teachers cultivate interactions with their students to connect with each child on a meaningful level.

Accomplished teachers understand that students exhibit a wide range of abilities and that individual students may excel in some respects and need support in others.

Accomplished teachers align curricula with students' needs and modify them consistently to meet the changing demands of the labor market.

Accomplished teachers engage each student personally with the work at hand while nurturing everyone's curiosity.

Accomplished teachers base their decisions about the teaching on the belief that all students can learn.

Accomplished teachers value the importance of their students' diverse cultures and backgrounds.

Accomplished teachers are aware of the issues involved in providing instruction to students with exceptionalities, including students with gifts and talents.

Accomplished teachers understand that physical development affects how a student thinks, behaves, is treated, and learns in the classroom.

Accomplished teachers have a genuine interest in their students.

in all its aspects.

Accomplished teachers learn about the diversity of their students

Accomplished teachers constantly strive to understand what their students know and how their students approach tasks, interpersonal relationships, and learning.

Accomplished teachers challenge students to understand more about their own motivations and values.

Accomplished teachers work closely with families to learn about an individual student's strengths and needs, aspirations, and life outside school.

Accomplished teachers actively pursue professional growth opportunities and seek resources to integrate all students into classroom life.

Accomplished teachers are aware of what engages and motivates their students, and they use this knowledge to plan instruction.

Accomplished teachers have a rich repertoire of teaching methods they use to reach every student, employing visual, auditory, and kinesthetic approaches to establish the meaning and purpose of course content.

Accomplished teachers are skilled at learning about students by observing them at work and at play in a variety of settings and under a broad range of circumstances.

Accomplished teachers are sensitive to conditions students face, and they respond appropriately when students and families in such situations perceive a lack of opportunity for learning and success.

Accomplished teachers capitalize on student diversity to enrich the pursuit of academic, social, and civic goals.

Standards Table Tents:

The quotes on the table tents are pulled from the 18 different certificate area National Board Knowledge of Students Standards. Each certificate area has a Standard that addresses the idea of knowing your students, although they do not all have this title.

Some of the quotes were adapted to make it more universal by taking out the certificate area title. For example, a sentence that started, “accomplished early childhood educators,” was changed to “accomplished educators.”

All 6 of the table tents each have 6 different quotes—36 different quotes in total. The colored text does not indicate any coding. The colors are meant to help separate each quote.

The Standards are some of the richest examples and guidance of the Body of Knowledge. However, the length can be daunting. These table tents were created as a way to highlight the compelling, personal nature of the Standards through an easy activity that can lead to further exploration of the Standards.

- As an introduction activity or return to working after a transition, ask participants to silently choose a quote with which they connect. Ask participants to share the quote with a partner or the whole group (depending on size of group) and why they connect with it.
- *Prompting could be more specific:*
 - Select a quote that you saw an example of today in your classroom.*
 - Select a quote that describes an area of personal growth for you this year.*

A natural next step after reading these particular quotes would be utilizing the **Knowledge of Students Standards Study**. Each teacher can then read their particular Standard.

- *Teachers could be asked to pull a sentence from their Standard that is something they think they are doing well—what evidence can they give that they do it well? How do they know they are impacting students?*
- *Teachers could be asked to pull a sentence from their Standard that is something they want to get better at—how will they improve? What support do they want from others?*
- *Facilitate a conversation:*
 - What did you read that surprised you?*
 - What did you like that you read?*
 - What felt very specific to your certificate area?*
 - What similarities and differences are there across certificate areas?*



- 3-4** Developing norms
- 5-6** Norms of the NSDC board and staff
- 7** Resources
- 8** Ask Dr. Developer

Norms put the ‘Golden Rule’ into practice for groups

By Joan Richardson

Lillian always arrives late and thinks nothing of chatting with her seatmate while someone else is trying to make a point. Arthur routinely reads a newspaper during each meeting. Barbara can’t wait until each meeting ends so she can head to the parking lot to tell someone what she could have said during the meeting.

Later, most of them grumble that “these meetings are just a waste of my time. We never get anything accomplished.”

Having a set of norms—or ground rules—that a group follows encourages behaviors that will help a group do its work and discourages behaviors that interfere with a group’s effectiveness.

Think of norms as “a behavior contract,” said Kathryn Blumsack, an educational consultant from Maryland who specializes in team development.

Norms are the unwritten rules for how we act and what we do. They are the rules that govern how we interact with each other, how we conduct business, how we make decisions, how we communicate, even how we dress when we get together. “Norms are part of the culture. They exist whether or not you acknowledge them. They exist whether or not you formalize them,” Blumsack said.

Pat Roy, director of the Delaware Professional Development Center, said identifying a set of norms is an effective way to democratize a group. Writing norms helps create groups that are able to have

honest discussions that enable everyone to participate and be heard, she said.

WHO NEEDS NORMS?

Any group that meets regularly or that is trying to “do business” needs to identify its existing norms or develop new norms. In school districts, that would include department groups, grade level teams, interdisciplinary teams, content area teams, school improvement teams, action teams, curriculum committees, leadership teams, advisory committees, and special project groups.

Although a group can pause and set norms at any time, Blumsack and Roy agree that it’s ideal to set norms at the beginning of a group’s work together.

“If you don’t set norms at the beginning, when the behaviors become ineffective you have a harder time pulling behavior back to where it should be,” Roy said.

Because every group has unspoken norms for behavior, groups need to work at being explicit about what they expect from each other. “Get those assumptions out on the table,” Blumsack said.

CREATING NORMS

Some groups would prefer to have a set of norms handed to them. But Roy and Blumsack both said groups will feel more ownership of the norms

Continued on Page 2

Norms put ‘Golden Rule’ into practice

Continued from Page One

if they identify and write their own.

“If they don’t do this, 10 minutes after you’ve handed them a list, they’ll begin violating the norms because they aren’t their norms,” Roy said.

There are two distinct ways to write norms. The first is by observing and writing down the norms that already are in use.

That’s how the NSDC Board of Trustees established the set of norms it has used for about eight years. The NSDC board meets for two days twice a year, each time with a lengthy agenda of material that must be addressed.

The norms (which are published on Page 5) grew out of a board discussion about how it operated and how it wanted to operate. Pat Roy, who was then a board member, was tapped to observe the board’s implicit norms during one meeting and draft a set of norms. “Essentially, I wrote down what I saw in operation,” Roy said.

Roy’s first draft was edited and refined by staff and other board members. That set of initial norms has been largely unchanged over the years.

The second way is to have group members suggest ideal behaviors for groups, eventually refining those suggested behaviors into a set of norms. (See the tool on Page 3.)

Blumsack cautions that norms must fit the group. Not every group would feel comfortable with the same set of rules, which is why each group must create its own rules, she said.

For example, she recently worked with a group that was “very chatty, very extroverted.” Initially, the group wanted a norm that banned side conversations. Two days into their work, the group was frustrated because Blumsack, as the facilitator, kept trying to enforce the norm against side conversations. Finally, the group agreed to

modify the norm to fit its unique personality. Their new norm was: “If you need to make a comment, do so but return quickly to the main conversation.”

PUBLICIZING THE NORMS

Simply writing norms does not guarantee that the group will remember and respect them. Groups need to continually remind themselves about the norms they’ve identified.

At a minimum, the norms should be posted in the group’s meeting room, Roy said. “Post them and celebrate them,” she said.

Blumsack recommends creating tented name cards for each group member. On the side facing out, write the group member’s name; on the side facing the member, print the group’s norms.

The NSDC board receives a list of its norms along with materials for each of its twice-a-year board meetings. Then, at the beginning of each meeting, the president reintroduces the norms to acquaint board members with them. Since new board members join each year, this also helps to acculturate newcomers with the board’s expectations.

Sometimes, the board uses activities to aid in that. During one meeting, for example, each board member was asked to illustrate one norm and the others tried to identify the norms based on those illustrations. Those illustrations were then taped to the meeting room’s walls as visual reminders to be vigilant about the norms. Another time, board members were asked to write down as many board norms as they could recall from memory.

ENFORCING THE NORMS

Perhaps the toughest part of living with norms is having the norms enforced.

“The reality is that every group will violate every norm at one time or another. So you have to talk about violations and

how you’ll deal with them,” Roy said.

Blumsack agrees. “If you don’t call attention to the fact that a norm has been violated, in effect you’re creating a second set of norms. For example, a common norm is expecting everyone to be on time. If you don’t point out when someone violates that norm, then, in effect, you’re saying that it’s really not important to be on time,” Blumsack said.

After a group identifies its norms, they suggest asking how they would like to be notified that they have violated a norm.

Roy recommends finding light, humorous ways to point out violations. One group she worked with kept a basket of foam rubber balls in the middle of the table. Violation of a norm meant being pelted with foam rubber balls. Other groups have used small colored cards, flags, or hankies that could be waved when a violation was noted.

Having all group members take responsibility for enforcing the norm is key, Blumsack said. Enforcing the norms should not be just the job of the group’s leader.

EVALUATING THE NORMS

Finally, each group needs to periodically evaluate its adherence to the norms. A group that meets once or twice a year might evaluate each time they meet; a group that meets weekly might evaluate once a month or so.

Blumsack recommends giving each group member an opportunity to speak about what he or she has observed or take each statement and ask group members “how well did we do on this norm?”

Each member should be encouraged to identify the group’s areas of strength as well as its areas of weakness, but not to single out violators.

“The more ‘up front’ you are about how the group is doing, the easier it will be to communicate about the other issues you’re dealing with,” Blumsack said.

Developing norms

COMMENTS TO THE FACILITATOR: This activity will enable a group to develop a set of operating norms or ground rules. In existing groups, anonymity will help ensure that everyone is able to express their ideas freely. That is the reason for suggesting that the facilitator provide pens or pencils and ask that everyone use the same type of writing implement.

SUPPLIES: Index cards, pens/pencils, poster paper, display board, tape, tacks.

TIME: Two hours.

Directions

1. Indicate to the group that effective groups generally have a set of norms that governs individual behavior, facilitates the work of the group, and enables the group to accomplish its task.
2. Provide examples of norms by posting the list of norms that appears on Page 5 of this issue of *Tools for Schools*.
3. Recommend to the group that it establish a set of norms:
 - To ensure that all individuals have the opportunity to contribute in the meeting;
 - To increase productivity and effectiveness; and
 - To facilitate the achievement of its goals.
4. Give five index cards and the same kind of writing tool to each person in the group.
5. Ask each person to reflect on and record behaviors they consider ideal behaviors for a group. Ask them to write one idea on each of their cards. Time: 10 minutes.
6. The facilitator should shuffle all the cards together. Every effort should be made to provide anonymity for individuals, especially if the group has worked together before.
7. Turn cards face up and read each card aloud. Allow time for the group members to discuss each idea. Tape or tack each card to a display board so that all group members can see it. As each subsequent card is read aloud, ask the group to determine if it is similar to another idea that already has been expressed. Cards with similar ideas should be grouped together.
8. When all of the cards have been sorted into groups, ask the group to write the norm suggested by that group of cards. Have one group member record these new norms onto a large sheet of paper.
9. Review the proposed norms with the group. Determine whether the group can support the norms before the group adopts them.

Source: Adapted from *Tools for change workshops* by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993.

Writing norms helps

create groups that are

able to have honest

discussions that enable

everyone to participate

and be heard.

Developing norms

WHEN ESTABLISHING NORMS, CONSIDER:	PROPOSED NORM
<p>TIME</p> <ul style="list-style-type: none"> • When do we meet? • Will we set a beginning and ending time? • Will we start and end on time? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>LISTENING</p> <ul style="list-style-type: none"> • How will we encourage listening? • How will we discourage interrupting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>CONFIDENTIALITY</p> <ul style="list-style-type: none"> • Will the meetings be open? • Will what we say in the meeting be held in confidence? • What can be said after the meeting? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>DECISION MAKING</p> <ul style="list-style-type: none"> • How will we make decisions? • Are we an advisory or a decision-making body? • Will we reach decisions by consensus? • How will we deal with conflicts? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>PARTICIPATION</p> <ul style="list-style-type: none"> • How will we encourage everyone's participation? • Will we have an attendance policy? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>EXPECTATIONS</p> <ul style="list-style-type: none"> • What do we expect from members? • Are there requirements for participation? 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Norms of the NSDC Board of Trustees and Staff

WE WILL WORK TOGETHER as a community that values consensus rather than majority rule.

WE WILL BE FULLY “PRESENT” at the meeting by becoming familiar with materials before we arrive and by being attentive to behaviors which affect physical and mental engagement.

WE WILL INVITE AND WELCOME the contributions of every member and listen to each other.

WE WILL BE INVOLVED to our individual level of comfort. Each of us is responsible for airing disagreements during the meeting rather than carrying those disagreements outside the board meeting.

WE WILL OPERATE in a collegial and friendly atmosphere.

WE WILL USE HUMOR as appropriate to help us work better together.

WE WILL KEEP CONFIDENTIAL our discussions, comments, and deliberations.

WE WILL BE RESPONSIBLE for examining all points of view before a consensus is accepted.

WE WILL BE GUIDED BY the NSDC mission statement which focuses on organization and professional development which enhances success for all students.



Tools For Schools

Norms for meetings

- ▶ Start on time.
- ▶ Develop and review the agenda.
- ▶ Conduct one piece of business at a time.
- ▶ Participation is a right...and a responsibility.
- ▶ Initiate ideas.
- ▶ Support...challenge...counter. Differences resolved constructively lead to creative problem solving.
- ▶ Give others a chance to talk. Silence does not always mean agreement.
- ▶ Communicate authentically; what a person says should reflect what he thinks as well as what he feels.
- ▶ Conduct group business in front of the group.
- ▶ Conduct personal business outside of the meeting.
- ▶ Develop conditions of respect, acceptance, trust, and caring.
- ▶ Develop alternative approaches to the solution of a problem.
- ▶ Test for readiness to make decisions.
- ▶ Make the decision.
- ▶ Assign follow-up actions and responsibilities.
- ▶ Summarize what has been accomplished.
- ▶ End on time.

Source: Building systems for professional growth: An action guide, by the Regional Laboratory for Educational Improvement of the Northeast and Islands, 1989. Reprinted from Keys to successful meetings by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: National Staff Development Council, 1994.

Norms within which we agree to work

WE WILL:

- ▶ Expect a leadership team member to make a commitment for one year.
- ▶ Meet only when there is a meaningful agenda.
- ▶ Start and end on time.
- ▶ Dress comfortably.
- ▶ Have refreshments.
- ▶ Have a different facilitator and recorder for each meeting.
- ▶ Keep meetings open.
- ▶ Differentiate between brainstorming and discussion.
- ▶ Only address schoolwide issues.
- ▶ Express disagreement with ideas, not individuals.
- ▶ Feel responsible to express differing opinions within the meeting.
- ▶ Maintain confidentiality regarding disagreements expressed during the meeting.
- ▶ Reach decisions by consensus.

Source: Hamilton Park Pacesetter School, Richardson Independent School District, Dallas, Texas.



Learning about developing norms

- **How to Make Meetings Work** by Michael Doyle and David Straus. New York: Jove Books, 1982. Describes how to stop wasting time and make meetings more effective. ISBN 0-515-09048-4. Check your local bookstore or library for a copy.
- **Joining Together: Group Theory and Skills** (6th edition) by David Johnson and Frank Johnson. Needham, MA: Allyn & Bacon, 1996. Explores trust, leadership, and group development theory, including development of norms and why they are needed. Provides activities and simulations. ISBN 0-2205-19750-7. Check your local bookstore or library for a copy.
- **Keys to Successful Meetings** by Stephanie Hirsh, Ann Delehant, and Sherry Sparks. Oxford, Ohio: NSDC, 1994. A manual that provides the knowledge, skills, and processes necessary to conduct team meetings. Includes more than 70 guide sheets for immediate reproduction and use in

meetings. NSDC stock # B39. Price: \$80, non-members; \$64, members. To order, phone (513) 523-6029 or visit the NSDC Web site at www.nsd.org.

- **Skilled Facilitator** by Roger Schwarz. San Francisco, Calif.: Jossey-Bass, 1994. Practical guide for leading groups effectively, including many suggestions about developing norms. ISBN 1-55542-638-7. Price: \$30.95. To order, phone (415) 433-1740.
- **Team Building Toolkit** by Deborah Harrington-Mackin. New York: American Management Assn., 1994. Spells out guidelines for turning a diverse group of employees into an effective team. Offers helpful lists of tips and tactics for team members and group leaders. ISBN 0-8144-7826-3. Price: \$ 17.95. Phone (212) 586-8100.
- **Tools for Change Workshops** by Robby Champion. Oxford, Ohio: National Staff Development Council, 1993. Eighteen workshop modules help

groups learn more about the four phases of organizational change. Includes ready-to-use structured exercises, case studies, instruments, transparencies, and handouts. Includes discussion about development of norms. NSDC stock # B27. Price: \$150, non-members; \$120, members. To order, phone (513) 523-6029 or visit the NSDC Web site at www.nsd.org.



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Ask Dr. Developer



Dr. Developer has all the answers to questions that staff developers ask. (At least he thinks he does!)

A simple test can be revealing

Q *I think spending hours to develop norms is a waste of time. Everyone attending these meetings is an adult. Adults know how to behave and participate in meetings. We just want to get to work when we get into one of these meetings. We don't want to sit around and talk about how we're going to do that work.*

A I wonder if everyone attending these meetings agrees that everyone knows how to behave. Whenever I've asked groups if they need to develop norms, I usually hear from at least two or three persons who like the idea. I've discovered that these individuals often haven't been able to fully participate in meetings. Often, they believe that one or two individuals dominate the discussion, resulting in decisions that they can't support.

Answering these questions may help you decide whether your group needs to spend time developing norms:

- Does every member join in your group's discussions?
- Does each member listen as the others speak?

- Does any single member dominate the discussions?
- Do all members arrive on time and stay for the entire meeting?
- Is everyone prepared to do their work when they arrive?
- Does each member of the group believe his or her time at the meeting has been well spent?

One way to test whether everyone agrees on the norms that guide your meetings is to ask the members of your group. Distribute index cards and, on each card, ask each member to write one norm that they believe governs the group's behavior. Post those responses so that all members can see the responses.

If you find that the group identifies the same norms and wants to continue those norms, then you merely need to assemble them into a list that can be easily shared with your group.

On the other hand, if your group is not in agreement on the norms, you still have work to do.

Ultimately, all members of the group should have a voice in deciding whether the group needs to spell out norms and then in working to identify what they should be.

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Developing Group Norms Reflective Journaling

Developing norms is an important process for a facilitator to effectively lead a group or team. Reflecting upon the activity, Developing Group Norms, as a participant will assist you later as a facilitator.

How are the ideal behaviors you indicated on the index cards represented in the group norms?

What factors during this process contributed to the group being able to support the norms before they were adopted?

Which norm was most important to you as a member? Why?

Which norm did the group discuss the most and why might this be?

What impact do you think this protocol will have when you develop norms with your own group?

What Teachers Should Know and Be Able to Do

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

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.

PREFACE

PREFACE TO THE SECOND EDITION

LEE S. SHULMAN

PREFACE

Pundits are fond of saying that “necessity is the mother of invention.” With the National Board as its primary exemplar, I prefer to think that dreams are the mothers of invention. Audacity and courage are its siblings.

Early one morning in the late summer of 1985, I received a phone call from Marc Tucker, then staff director of the Carnegie Corporation’s Task Force on Teaching as a Profession. He asked if I could prepare a report describing what a National Board for America’s teachers might look like in the unlikely event that it could be created and sustained. It became clear that such a feat would call for new conceptions of teaching, utterly new technologies of teacher testing and assessment and the creation of a new kind of non-governmental organization

that would be neither a union nor a government agency. Suspending our sense of disbelief, I asked Gary Sykes—then a doctoral candidate at Stanford—to join in this act of creative thinking and writing. We set out to imagine a new institution, owned and operated by America’s most accomplished teachers, designing standards and inventing forms of assessment that had never existed before.

When we began to dream that dream and discussed it with colleagues, our visions were initially dismissed as hallucinations, as fantasies without a needed grounding in reality. The very idea of treating teachers as true professionals with clear standards and the capacity to take responsibility for the quality of their own work seemed absurd to many of our critics. While fields like medicine,

law and architecture had developed such boards, teaching was a very different kind of work, perhaps not even a real profession.

And if that idea were not sufficiently absurd, the insane notion of disdaining the “tried-and-true” methods of testing and replacing them with alternatives that were closer to practice was deemed foolhardy. Indeed, when the vision of a portfolio-based assessment that could be both pedagogically authentic and psychometrically sound was put forward, even some of our earlier supporters grew pale.

As we worked collaboratively with the first generation of teacher leaders who would ultimately become the majority of the National Board’s board of directors, we also insisted that whatever assessment method was used, it needed to show promise as a positive influence on the continuing professional development of the teachers who elected to become candidates. Measurement precision was not enough. If we were going to ask the nation’s finest teachers to dedicate their limited time to the development of a portfolio of their practice, that process had to be educative for the teachers or it would be a disservice to the profession. And if support systems or coaching services were created to help candidates perform at a higher level for their portfolios, that would be fine because the only way to do better on the assessment would be to become

even more accomplished as a teacher. Indeed, we urged that the ideal preparation for the assessment be mentorship support from Board-certified teachers because of the promise this kind of coaching process held for improving the quality of practice.

As the National Board took shape, educators in other countries took interest. The one assumption that many of us found most difficult to disabuse was that this activity had to be a government process, controlled and overseen by officials of departments or ministries of education. Our colleagues in other countries could not imagine that something this ambitious, this pioneering, this expensive, and having such a direct impact on national educational policy, could be led by a professional organization of teachers that was not controlled by national or state governments.

The original research and development effort I described took place between 1985 and 1990. During that period, the board as we know it was established. A great deal has happened since the work began. When the number of NBCTs crossed the 100,000 mark, it became clear our dream was no longer a fantasy, our ambitions no longer a hallucination.

This seminal text is organized around a mantra that is by now well known in the teaching world. “What

should teachers know and be able to do?” Hence, the standards for accomplished teaching encompass both the habits of mind needed by outstanding teachers—their knowledge, strategies, grasp of subject matter and understanding of developing kids—and also their skills, the technical “habits of practice” that accomplished professionals in every field of practice have honed and developed. Knowing and Doing are the hallmarks of deep professional achievement.

Nevertheless, in addition to knowing and doing, to habits of mind and habits of practice, Board-certified teachers are also identified by habits of the heart, as the kinds of human beings whom we trust and to whom we entrust the children of our communities. We trust them to use their knowledge and skills for the benefit of their students, their communities, and their society. In its fullest form, as you read the pages that follow, you will see that our characterization of the accomplished teacher is defined by what teachers should know and be able to do, as well what kind of human being they should strive to be.

During a study of how America’s engineers should be prepared, I asked a group of engineering students who were completing their undergraduate preparation how they would respond to someone’s question, “What is an engineer?” The response they gave provides a useful reminder of how we,

as teachers, might view our roles as professionals. Engineering students said, “As engineers we use math and the sciences to mess with the world by designing and making things that people will buy and use...and once you mess with the world, you’re responsible for the mess you’ve made.”

What then is a teacher? As teachers we use the many sources of professional knowledge, skill and experience at our disposal to engage the minds and hearts of children and youth by teaching and inspiring them. And once we mess with minds and hearts, we are prepared to take responsibility for the messes we have made, the dreams we inspired, the minds we have brought to life, the prejudices we have forestalled, and the society to which we have given hope.

And yet, there’s a deeper sense of what it means to take responsibility for the messes that we are destined, nay obligated, to make. We are obliged as teachers to do everything we can to become smarter about our subjects, our students, and our work, more skilled in the pursuit of our practice, and more ethical, self-aware and empathic as human beings that our society trusts to mess with minds and hearts. The National Board exemplifies how we as members of the professional teaching community take that responsibility.

Thirty years passed. And thus, one morning in 2016, I received an email from the new president and CEO of the National Board for Professional Teaching Standards suggesting we meet over breakfast in Palo Alto. Peggy Brookins, a National Board-certified teacher of high school mathematics, was now president and CEO of the National Board for Professional Teaching Standards, an organization that has certified more than 112,000 teachers across all 50 states and DC. Peggy asked if I would revisit that newborn infant that began its life three decades ago and prepare a personal preface to this volume. I revisited the dream. Teaching portfolios, for example, were no longer a weird anomaly destined to be buried by traditional forms of assessment. The idea that teachers could be evaluated using professional standards created by teachers, for teachers

as adapted to the situations in which they taught was no longer a fantasy. The letters “NBCT” after a teacher’s name is the highest honor a member of the profession can attain.

“What” is the National Board for Professional Teaching Standards? That is the question this brief volume promises to answer. It’s a deceptively simple question with exciting and inspiring answers that, at least for me, extend back in time for 30 years. I am now confident that its life expectancy is unlimited, as is its potential for bringing about a significant improvement in the countenance of American education.

Lee S. Shulman

Emeritus Professor

Stanford Graduate School of Education
Palo Alto, California

BY TEACHERS, FOR TEACHERS

INTRODUCTION

INTRODUCTION

The National Board for Professional Teaching Standards was founded in 1987 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.

This second edition of *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. Similar to medicine's Hippocratic Oath, the Five Core Propositions

are held in common by teachers of all grade levels and disciplines and underscore the accomplished teacher's commitment to advancing student learning and achievement. Together, the propositions form the basis of all National Board Standards, which describe how teachers enact the Propositions in particular content areas and with students of particular developmental levels, and serve as the foundation for Board certification. National Board Certification—created by teachers, for teachers—is the profession's mark of accomplished teaching.

The explication of the Five Core Propositions in this edition of *What Teachers Should Know and Be Able to Do* was updated in 2015 to reflect advances in the field in research, professional language, and practice. Remarkably, the Propositions themselves

have stood the test of time. The stability of the Five Core Propositions is an indication of the teaching profession's ability to create and maintain a body of knowledge that guides practice. Stylistic revisions were made to the explication of each proposition to ensure the text resonates with modern ears, and updates to the content include a stronger emphasis on the roles that technology and language play in students' lives.

When *What Teachers Should Know and Be Able to Do* was first written in 1989, there were no National Board Certified Teachers. The Five Core Propositions established in that document anchored the development of peer-reviewed standards and assessments for Board certification in 25 certificate areas. As a testament to the strength of that visionary document, we can now say that over 700 Board-certified teachers contributed to the updated explication of the Five Core Propositions. They participated in the comment period, providing practice-based evaluations of the extent to which the descriptions of the Propositions have stood the test of time; they served on National Board's staff, Certification Council, and Board of Directors, shepherding the revision process; and they made up the entirety of the committee that oversaw the revisions, basing their decisions on the comment period findings, research, and their considerable experience with students.

A distinguishing hallmark of a profession is that those who are in it determine what its members must know and do. For this reason, how these revisions took place is as important as the revisions themselves. As is the case with all National Board Standards, the updated Five Core Propositions were written by teachers, for teachers. The Five Core Propositions—in content and in authorship—are a statement of what our profession stands for.

THE FIVE CORE PROPOSITIONS

Through National Board Certification, 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.

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.

PROPOSITION #1

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. Acknowledging the distinctive traits and talents of each learner, teachers are dedicated to and skilled at making knowledge accessible to all students. Educators are thus passionate about building meaningful relationships with young people so students can advance their understanding and experience success. Teachers know that ongoing achievement depends on their conviction in the value and dignity of all human beings as well as the potential that exists within each child. They therefore remain attentive to human variability, its influence on learning, and the interconnectedness of people in different contexts. Accomplished teachers become acquainted with students across

social and educational settings, not simply within their own learning environments.

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

Teachers must know many things about the students they instruct so they can respond effectively to individual differences. For instance, one teacher may find that in her class, Alex works with a speech pathologist, Maria loves science fiction, Toby is anxious about mathematics, and Mikayla is captivated by music. Yet, accomplished teachers know much more about their students, such as where they call home, what their families¹ are like, how they

¹ The terms “family” and “parent” are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

performed academically in the past, and who they want to become in the future. Children and young adults live in a wide variety of physical locations and household groups; to understand their hopes and aspirations, educators must remain attuned to students' unique living situations and family dynamics.

Accomplished teachers further understand that student learning is influenced by personality—whether a student is shy or outgoing, impulsive or reflective, stubborn or eager to please. For example, a shy student might not perform well on an oral presentation. Similarly, an impulsive student who fills in answers hastily may receive standardized test results that do not truly reflect his or her knowledge. Accomplished educators take personality traits such as those into consideration when interacting with students, planning for instruction, and interpreting assessments. That kind of specific understanding is critical, for teachers use it constantly to tailor instruction for the individuals within their classrooms.²

Teachers who are accomplished respond to student needs based on their pupils' interests, abilities, and

prior knowledge. When planning a unit on genetics, for instance, a biology instructor will anticipate which concepts and activities certain students may find problematic; while listening to a small group, the teacher will then look for signs of individual student engagement and address any misunderstandings as they arise. By keeping a finger on the pulse of the class, educators decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations, or activities.

Recognizing that students bring different language practices and proficiencies to the classroom, accomplished teachers also understand the complex role that language plays in learning. For example, they respect the knowledge, perspectives, and experiences that English language learners possess and value the ways in which those factors can enhance and strengthen the learning environment. Similarly, educators know that students use language differently based on social or academic context, and accomplished teachers empower their students by providing them with access points for participating in various situations and occasions. Educators

— “ —

Teachers must become attuned to their students' individual situations and changing circumstances.

² All references to classrooms in this document, whether stated explicitly or not, refer to all educational settings (e.g., laboratories, gymnasiums, libraries, offices, outdoor locations).

explore opportunities to integrate diverse language practices meaningfully within the learning process.

Accomplished teachers gain knowledge about their students by studying them carefully and seeking additional information from various sources. They learn from experience by listening to students, watching them interact with peers, observing them work in different contexts, reading their thoughts and reflections, and otherwise examining their actions and behavior in the learning environment. Teachers also look closely at how students play so they can encourage those students to explore their imagination during instruction. By engaging students on a social, emotional, intellectual, and physical basis, accomplished teachers enhance learning at every age and developmental level. To inform their pedagogical decisions further, educators analyze assessment data as well, considering it alongside input they receive from family members and other adults involved in their students' lives.

Such an extensive evaluation represents no easy feat. What teachers are able to see, hear, and learn about students is influenced by their prior knowledge and experience as professionals. When working with children and young adults who have different backgrounds and experiences from their own, accomplished teachers therefore monitor their impressions and thoughts carefully to acquire a

deep understanding of their students and the communities that shape their students' values, outlooks, and attitudes toward learning. All the information that teachers acquire about students through the course of instruction subsequently informs their understanding of teaching and learning, which transforms their practice.

Teachers Understand How Students Develop and Learn

In addition to attaining knowledge specific to their students, accomplished educators consult a variety of learning and development theories to make informed decisions about instructional content and teaching methods. They are familiar with concepts about teaching and learning generated by social and cognitive scientists. Moreover, educators integrate that knowledge with personal theories about learning and development generated from their own practice. Based on their theoretical knowledge and practical experience in the classroom, accomplished teachers understand that each student has different cognitive strengths. Educators determine how to capitalize on those assets as they consider how best to nurture their students' abilities and aptitudes.

Accomplished teachers provide multiple opportunities for students to demonstrate their knowledge

and showcase their abilities, both in and out of traditional school settings. For example, students who find the calculation of percentages challenging in school may be able to determine value discounts readily while shopping—a mathematics instructor may thus incorporate that activity within an exercise to provide students with an alternate way to demonstrate their knowledge and improve their abilities. Accomplished teachers strive to appreciate and understand their students' aptitudes and intelligences.

By encouraging students to relate their personal experience to the classroom environment, teachers help students make learning relevant and advance their skills across academic settings.

Importantly, accomplished teachers recognize that, in a multicultural world, students possess a wide range of abilities and aptitudes that might be valued differently by families, local communities, and schools. For instance, the knowledge, skills, and dispositions nurtured in a Native American community may differ from those promoted in a Latino community. Similarly, those cultivated by a suburban community may differ from those developed in an

urban community. That said, people share important similarities as well, regardless of their social affiliation or cultural background. Those similarities and differences are always shifting.



Accomplished teachers therefore use everything they know about effective—and ineffective—practices to develop strategies that capitalize on their students' varied backgrounds, using diversity to enrich the learning environment for every student.

Thus, teachers must become attuned to their students' individual situations and changing circumstances. By doing so, accomplished teachers can develop an array of strategies for sharing differences, identifying similarities, and embracing diversity within the learning environment. Those strategies provide educational experiences that capitalize on classroom diversity by connecting students with various cultural experiences while broadening their perspectives on learning and thinking.

Teachers Treat Students Equitably

As advocates for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention. Educators recognize their own biases and make certain that any preconceptions based on real or perceived ability differences, exceptionalities, socioeconomic or cultural background, family configuration, sexual

orientation, physical characteristics, race, ethnicity, language, religion, age, or gender do not distort their relationships with students. Accomplished teachers maintain an open mind and a balanced perspective on their students.

That approach does not suggest that teachers treat all students alike, because using the same tactics to address similar behavior by different students does not necessarily result in an equitable education. Rather, teachers respond to differences among students, being careful to counter potential inequities and avoid favoritism. Accomplished educators monitor their students' access to resources and advocate to ensure that students have the tools they need to learn. That level of attention requires a well-tuned alertness, which can be difficult. Accomplished teachers therefore use everything they know about effective—and ineffective—practices to develop strategies that capitalize on their students' varied backgrounds, using diversity to enrich the learning environment for every student.

Teachers Know Their Mission Transcends the Cognitive Development of Their Students

Accomplished teachers are devoted to supporting the development of character and preparing students for a successful future. To facilitate such growth, educators recognize that failure is a natural

part of the learning process; they show students how to cope with it and create environments in which learners are comfortable taking risks. Through failure, children and young adults can attain perseverance and resilience, which will help them achieve their potential. At the same time, accomplished teachers increase their students' engagement and motivation by providing them with options from which to choose, fostering their ownership in learning, and setting high expectations. Students come to understand that questioning and goal setting are integral aspects of the learning process.

Teachers model all those behaviors, using them to help students advocate for themselves in the classroom and in the community. As participants of a larger world, the students of accomplished teachers recognize the effect that their actions have outside the classroom. They therefore develop civic responsibility and digital citizenship, becoming aware of how their actions affect others. All those lessons—important in their own right—are essential to intellectual development as well. Accomplished teachers consider their students' potential in that broader sense when making decisions about what and how to teach.

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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.

PROPOSITION #2

If one cardinal principle of teaching is a commitment to the welfare and education of young people, another is a commitment to subject matter. Accomplished teachers are dedicated to acquainting students with the social, cultural, ethical, and physical worlds in which we live, and they use the subjects they teach as an introduction to those realms. A comprehensive understanding of subject matter entails more than the recitation of dates, multiplication tables, or grammatical rules within a single content domain. Rather, it requires the pursuit of substantive knowledge by exploring domains and making connections to become fully engaged in the learning process.

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

Teachers who possess a firm command of their subject areas understand factual information as well as major themes and concepts. They also comprehend the process of creative investigation and inquiry, whereby discoveries are made and new knowledge is formed, as demonstrated in the work of scholars and artists. For instance, physics teachers know the role of hypothesis generation and experimentation in scientific inquiry; geometry teachers know the modes of justification for substantiating mathematical claims; fine arts teachers understand how creative ideas are developed and meaning is conveyed through performance; social studies teachers know how historians use evidence

to interpret past events; and English language arts teachers understand the relationship between reading, writing, speaking, and listening. Literacy, a foundational component of learning across content domains, is instrumental to comprehending subject matter and connecting one discipline to another.

Accomplished teachers value the relationships among subject areas, using those relationships to forge multiple paths to knowledge. Thus, early and middle childhood generalists know about geography and its relationship to economics and history, and world language teachers know how political history and human migration inform an appreciation of language and culture. As those examples illustrate, accomplished teachers understand not only how content areas relate but also how they influence student learning.

Recognizing how knowledge is established within and across subject areas is crucial to the instruction of logical reasoning. Critical thinking does not occur in the abstract, for thinkers always evaluate something. Accomplished teachers realize the fundamental role that disciplinary study plays in the development of critical analysis and conceptual

understanding. Knowing that multiple perspectives and interpretations of each content area exist, educators expose students to different modes of critical thinking and show them how to reason ana-

lytically about subject matter. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers encourage students to question prevailing norms and assumptions so they can think for themselves.



Whether they are specialists or generalists, accomplished teachers use rich, complex subject matter to promote student learning across developmental levels.

Whether they are specialists or generalists, accomplished teachers use rich, complex subject matter to promote student learning across developmental levels. By engaging children and young adults in a broad array of disciplines, educators provide students with appropriate points of entry to appreciate the content. For example, early childhood generalists may not delve as deeply into cellular structure as high school biology teachers do, but they present foundational knowledge that introduces students to the joys of discovery, while inspiring a desire to explore the natural world in which they live. Similarly, physical education teachers may focus on locomotor movement—such as walking, hopping, or skipping—to help students with moderate and profound physical limitations develop gross motor

skills and achieve maximum independence. Teachers must possess a thorough understanding of subject matter to help their students develop critical skills and pursue lifelong learning—the hallmark of accomplished teaching at every developmental level.

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

Teachers require pedagogical insight to communicate their subject knowledge effectively and impact students significantly. Accomplished educators use a specialized set of technical skills and abilities to convey instructional content and facilitate learning so students can develop bodies of knowledge and advance their systems of thinking. Pedagogical expertise incorporates wisdom related to the teaching and learning processes, as well as the dynamic between student needs and content demands. Accomplished teachers use their knowledge of the most appropriate ways to present subject matter through strategies and techniques such as demonstrations, experiments, analogies and metaphors, interactive learning, and appropriate uses of technology.

Pedagogical experience yields a repertoire of instructional techniques that allow teachers to share their subject matter knowledge with students.

Teachers draw on pedagogical and subject matter understandings to respond to common misconceptions within content areas; address challenging aspects of learning acquisition; and accommodate prior knowledge, experience, and skills that students at different developmental levels typically bring to the classroom. For example, science teachers anticipate that some students may have misunderstandings about gravity that can influence their learning, whereas fine arts and physical education teachers are prepared for young children to enter school at various stages of maturity with respect to hand–eye coordination. Balancing the insights of pedagogical and subject matter expertise helps teachers evaluate and resolve daily issues—decisions that include which aspects of subject matter to emphasize and how to pace instruction. Accomplished educators use a comprehensive awareness of their students, their subjects, and their practice to structure teaching that promotes learning in their schools.

To remain as effective as possible in the classroom, accomplished educators also demonstrate a strong commitment to learning about new curricular resources, such as textbook series, primary texts, classroom manipulatives, or research materials available through professional organizations. Educators keep abreast of technological developments that have implications for their subject areas

and their teaching, utilizing digital tools employed within their disciplines. Teachers understand that maintaining familiarity with the technology used by practitioners helps them remain current in their fields. In addition, they explore the influence that technology has on their subject areas because they know that it frequently affects the structure and process of thinking within disciplines. Importantly, accomplished teachers position themselves as critical users of technology, ensuring that it is employed to enhance student understanding. By modeling that stance, teachers help their students navigate the relationship between technology and learning, empowering them to use digital tools in authentic ways that advance their knowledge. Educators continually evaluate the usefulness of all curricular materials and pedagogical methods they adopt in the classroom, basing that evaluation on their professional judgment.

Teachers Generate Multiple Paths to Knowledge

Accomplished teachers wisely use the educational resources, pedagogical skills, and content knowledge they possess, varying their approach in the

classroom to meet learning goals and accommodate student dispositions as needed. Educators are thus aware of the value that lies in both structured and inductive learning. They understand that teaching students the concepts and principles that scholars within each discipline have generated is useful, but accomplished teachers also know that helping students develop a critical mindset is important. Through inquiry, students search for problems, patterns, and solutions, making discoveries and advancing their own learning. Accomplished educators model those processes for students, showing them how to pose problems and work through alternative solutions, as well as how to examine the answers that others have found to similar problems.

Posing and solving problems is central to the development of true understanding. That process moves students far beyond a rote memorization of facts, an easy manipulation of formulas, or the facile repetition of a musical scale. Teaching for understanding requires students to integrate discrete components of knowledge within their habits of thinking, instead of storing fragmented pieces of information without further consideration. It challenges students to think

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in nonlinear ways, to approach issues from multiple vantage points, to weigh competing sets of criteria, and to evaluate the merits of multiple solutions. Thus, in the eyes of accomplished teachers, the acquisition of knowledge does not signify a lower form of understanding. Rather, it represents a distinctly intellectual undertaking—a rich, demanding, creative process calling on the strategic coordination of skills, abilities, and dispositions to develop a deeper, more discerning matrix of understanding. That mode of thinking encourages students to apply their knowledge to new and unfamiliar problems so they can continue exploring and advancing their understanding. As they share their knowledge in all its forms with students in the classroom, accomplished teachers appreciate that this way of thinking and understanding will develop over time to support meaningful, substantial learning for a lifetime.

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5. TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES.

PROPOSITION #3

Accomplished teachers maintain high expectations for all students. They view themselves as facilitators of student learning, helping children and young adults reach their fullest potential. To achieve that goal, educators create vibrant, productive workspaces for their students, adjusting and improving organizational structures as needed while establishing effective ways to monitor and manage traditional and nontraditional learning environments.

First and foremost, teachers facilitate the educational process by designing opportunities for learning—planning for and presenting students with inspiring material, promoting their participation, supporting substantive discourse, and sustaining long-term engagement by collaboratively working with students. To track their success, teachers carefully monitor activity within the learning

environment—observing student interactions, evaluating classroom performance, assessing all aspects of student development, and measuring learning outcomes relative to objectives. To increase students' success, teachers diligently manage the systems, programs, and resources that support every educational endeavor—fostering positive relationships in and out of the classroom, making sure classroom materials are used appropriately, maintaining schedules, ensuring student safety, and otherwise maintaining all aspects of a well-functioning learning environment. As masters of pedagogical practice, accomplished educators teach efficiently, making the most of every instructional moment to maximize learning. They are dedicated to helping young people thrive by respecting, encouraging, and advancing student interests and student learning at all times.

Teachers Call on Multiple Methods to Meet Their Instructional Goals

Accomplished teachers possess a range of pedagogical skills—for instance, they facilitate student inquiry, advise cooperative learning groups, and mediate classroom discourse. Their instructional strategies are largely informed by their students and their subject matter, although professional knowledge also guides their practice significantly. Thus, accomplished teachers understand what they and their students can reasonably achieve in a roundtable discussion, when they should hold back and allow students to determine their own solutions, and which questions they can pose to provoke the most thoughtful classroom conversation. Importantly, effective educators possess a comprehensive knowledge of instructional methods, broad and deep in scope. They have a strong theoretical understanding of various instructional modes and sound practical experience implementing these strategies. Accomplished teachers examine pedagogical issues regularly and reflect on their practice so that they use classroom time constructively.

Because students have diverse learning styles

and educational settings offer distinct learning opportunities, accomplished teachers know how and when to alter the organizational structure of their classroom environments to support instructional objectives. They transition among teaching methods, social groupings, and physical layouts to customize their approach, and they develop strategies based on learning goals and student needs. For example, depending on instructional objectives, outdoor experiments or classroom simulations may

be more productive for students than would a lecture or a discussion. Alternately, in some instances, journaling or note taking might be a more effective way to engage students in thinking and learning than would discovery-based

activities or dramatic performances. Accomplished educators understand the full breadth of pedagogical options available to them. They use traditional methods, and they employ innovative strategies to advance student learning in pace with the dynamic conditions of the classroom.

When shifting their approach, accomplished teachers modify their learning environments and their instructional materials as needed. To inspire students further, teachers invite stakeholders and colleagues to the classroom so they can share their

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experience and communicate their expertise on specific topics. Accomplished educators appreciate how the knowledge and skills of other individuals can complement their own talents and enhance their students' understanding. They know the value of mobilizing students as peer tutors for the same reason. Accomplished educators thus enlist a wide range of support—from students, teachers, and paraprofessionals to family and community members—to provide their students with instructional opportunities that will augment their learning.

Accomplished teachers understand the strengths and weaknesses of the pedagogical approaches they take, as well as their suitability for different students and student groups. The settings that teachers design, the situations they create, and the strategies they select are all grounded in educational research and professional experience. For accomplished educators, the classroom represents a world of opportunities. One activity can lead to the possibility of many others that will engage students and entice them to explore subjects further, sometimes with their teacher, sometimes with each other, and sometimes alone.

Teachers Support Student Learning in Varied Settings and Groups

Accomplished teachers know how to work with

different groups of students. They manage those interactions carefully, establishing social norms for constructive communication, helping students adopt productive roles vis-à-vis their teachers and their peers, and showing students how to assume responsibility for their learning and for that of their classmates. The environments that teachers create guide student behavior and support learning as it takes place in large or small groups, in pairs, independently, or one-on-one with the teacher or another adult.

Because different pedagogical techniques may also require different types of social interaction, each carrying its own set of expectations, accomplished teachers remain sensitive to shifting norms that cast students and teachers in new roles. To ensure that the learning dynamic remains positive and responsive, educators assess the relative value of classroom structures and organizational requirements when determining which instructional strategies will best enhance student learning in their classrooms. They continually search for new configurations that will prove effective, expand their repertoire, and keep students excited to learn. The management techniques that accomplished teachers use are proactive rather than reactive, helping classroom participants focus on learning instead of controlling disruptive behavior. Educators thus develop classroom customs and practices based

on their knowledge of students, social contexts, and learning objectives, as well as their prior experience.

Teachers Value Student Engagement

Accomplished teachers know how to keep students motivated by capturing their attention and immersing them in the learning process. Teachers understand that they can build bridges between what students know and what they are capable of learning by expanding old interests and sparking new passions. Accomplished educators therefore focus significant attention on developing strategies to promote student interests and to monitor student engagement.

Motivating students does not always mean that accomplished teachers make learning fun; learning can be difficult work. For instance, developing an acute sense of one's body during dance requires intense intellectual and physical concentration. Similarly, writing a short story requires drafting and re-drafting, editing and re-editing, as well as responding to critiques from teachers and peers. Teachers must know how to encourage their students in the face of serious challenges and provide them with support as they push themselves to new physical, affective, and intellectual planes. Accomplished teachers model strategies for dealing with the doubts that students may experience,

helping them realize that frustrating moments often are when learning occurs. Those moments produce the true joy of education, the satisfaction of accomplishment.

Teachers Regularly Assess Student Progress

Accomplished teachers monitor student performance as well as student engagement. Bearing considerable responsibility for the children and young adults they work with, educators examine the success of all activities they design. They assess learning experiences that they create or coordinate with the help of other educators, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies.

Assessment is not always done for the purpose of recording grades; rather, it allows students and teachers to examine their current status. Accomplished teachers evaluate students to determine what they have learned from instruction, whether that instruction is a week of lessons on life cycles, a unit of photography, or a semester of athletic training. Educators use those outcomes to decide if they should review skills within a topic, challenge students with a related concept, or advance to the next subject. They also help students engage in self-assessment, instilling them with a

sense of responsibility for their own learning. By adding to their repertoire of assessment methods and by monitoring student progress regularly, accomplished teachers provide students, families, caregivers—and themselves—with constructive feedback.

Importantly, accomplished teachers understand that the purpose of evaluation affects the form and structure of any assessment—the method of observation, the length of duration, and the type of information gathered. Those factors, along with student demeanor and motivation, all affect the conclusions that teachers may reach when using a specific assessment. Educators therefore monitor student progress using a variety of evaluation methods, each with its own set of strengths and weaknesses. Accomplished teachers analyze data from standardized examinations, and they design their own assessment tools. For instance, they define the content requirements for student portfolios, create the scoring rubrics for demonstrations, and establish protocols for anecdotal record keeping. Above all, accomplished teachers are astute observers of their students—watching their movements and gestures, studying their facial expressions, listening to their

words—so teachers can discover what students are thinking and determine how best to advance their learning.



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Accomplished teachers evaluate their students throughout the learning process, from start to finish. They monitor student behavior at various times, in various situations, and for various purposes. So, when asking questions during group discussions, teachers may determine how well students comprehend information; when speaking

with individuals working independently, they may consider ways to augment student learning; and when using an online assessment that provides immediate feedback from the class, they may gauge the relative value of an instructional technique. Thoughtful assessment requires diligence.

On a continual basis, accomplished teachers monitor the progress of individual students, evaluate classes as learning collectives, and examine their practice in relation to their students and their classes. Those judgments are interconnected, although each merits attention in its own right. The dynamic conveys some of teaching's essential

tensions—educators instruct individual students while guiding the development of groups—and they focus their efforts on students, while striving to improve their practice. Accomplished teachers find ways to accommodate what they know and learn about themselves and their students within plans for the whole group. They take individuals into consideration, thinking across the full spectrum of ability within their classrooms. Individuals may not learn the same things or proceed at the same pace, but accomplished teachers are dedicated to ensuring that they all increase their knowledge, strengthen their skills, and expand their abilities.

Teachers Engage Students in the Learning Process

Throughout the learning process, accomplished teachers work collaboratively with their students. They plan their instruction carefully—identifying educational objectives, developing them, and discussing them with students. Teachers provide children and young adults with a clear understanding of what the objectives are and why they are relevant, encouraging students to take ownership of them. They motivate students to learn by stimulating their interest and challenging them during instruction.

To engage students further, teachers manage classroom dynamics and monitor student progress toward the completion of their goals. Educators analyze learning outcomes in relation to educational objectives, showing students what they have achieved, reviewing what they need to do, and formulating strategies with them for the completion of that work. By contextualizing evaluation within the learning process, accomplished teachers use assessment to empower themselves and their students. They help students identify opportunities to reach their goals and show them the importance of becoming active learners.

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PROPOSITION #4

As with most professions, teaching requires practitioners to remain open, eager for, and dedicated to the pursuit of continuous growth. Because they work in a field marked by evolving questions and an expanding body of research, teachers possess a professional obligation to become perpetual students of their craft. Accomplished educators seek to expand their repertoires, deepen their knowledge and skills, and become wiser in rendering judgments. They remain inventive in their teaching, recognizing the need to welcome new findings and extend their learning as professionals. Accomplished teachers are ready to incorporate ideas and methods developed by other educators to support their instructional goals—namely, the advancement of student learning and the improvement of their practice. What exemplifies excellence,

then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong learning and reflection.

Teachers Make Difficult Choices That Test Their Professional Judgment

Often, the demands of teaching present formidable challenges that defy simple solutions. To meet conflicting objectives, accomplished teachers regularly fashion compromises that will satisfy diverse parties. For example, a world history teacher attempting to reconcile the need for broad coverage and in-depth knowledge will do what is necessary to proceed from ancient civilizations to modern nations, while developing student understanding of history as a gradual evolution rather than a discrete series of

chronological events. Likewise, a middle childhood generalist will find a way to teach students the fundamental principles of spelling and grammar, while introducing them to an appreciation of writing as a mode of communication and a thinking process. Accomplished teachers may approach circumstances such as those in different ways, but they all demonstrate the strength and flexibility to negotiate competing goals.

Teachers also may face situations that cause them to reprioritize their goals based on reflection, resulting in the modification of their instructional plans. For example, a teacher may delay part of a daily lesson to foster classroom relationships. Another instructor may address student misunderstandings by reteaching a critical concept instead of moving forward. Circumstances such as those call on teachers to employ their professional knowledge of what constitutes sound practice, giving students' interest the paramount consideration. Accomplished teachers may forge a variety of successful plans to balance rival objectives, but their decisions invariably will be grounded in established theories and reasoned judgment born of experience.

Teachers Use Feedback and Research to Improve Their Practice and Positively Impact Student Learning

Accomplished teachers seek opportunities to cultivate their learning. As savvy students of their own teaching, they know the value of asking colleagues, administrators, and other educators to observe them and offer critiques of their instructional practices. They write about their work as well, and they solicit reactions to their teaching from students and families. Accomplished teachers develop strate-

gies for gaining feedback and insights from a range of stakeholders so they can reflect meaningfully on their pedagogical choices and improve their practice.

Accomplished teachers also stay abreast of current research and, when appro-

appropriate, incorporate new findings into their practice. They take advantage of professional development opportunities such as conferences, workshops, and digital learning experiences. Because testing new approaches and hypotheses is a commonplace habit among such teachers, they might conduct, publish, and present their own research, if so inclined. Accomplished educators understand the



An enthusiasm for, and dedication to, continued professional development distinguishes accomplished teachers and exemplifies the critical disposition they nurture in their students.

legitimacy and the limitations of the diverse sources they employ to inform their teaching, and they use those sources judiciously to enrich their practice.

An enthusiasm for, and dedication to, continued professional development distinguishes accomplished teachers and exemplifies the critical disposition they nurture in their students. The thinking, reasoning, and learning that characterize first-rate teaching are thus valuable twice over: not only are thoughtful teachers able to instruct their students more efficiently and effectively, they also serve as powerful models for the analytical mindset they strive to develop in children and young adults. Teachers who are exemplars of careful, logical deliberation—considering purposes, marshaling evidence, and balancing outcomes—are more likely to communicate the importance of critical thinking to their students and demonstrate how it is accomplished. Those teachers model other crucial traits, as well, such as a commitment to creativity in their work or the willingness to take risks when exploring new intellectual, emotional, physical, and artistic realms.

Accomplished teachers therefore serve as paradigms of lifelong learning and achievement. Character and competence contribute equally to their educative manner. Such teachers embody the virtues they impart to their students: curiosity and a

love of learning, tolerance and open-mindedness, fairness and justice, an appreciation for our cultural and intellectual heritages, and respect for human diversity and dignity. Moreover, they epitomize the intellectual capacities they foster: the ability to reason carefully, consider multiple perspectives, question received wisdom, adopt an inquiry-based approach, solve problems, and persevere. In all aspects of their action and demeanor, accomplished teachers convey the significance of reflection and learning, of pursuit and achievement.

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PROPOSITION #5

Accomplished teachers reach beyond the boundaries of their individual classrooms to engage wider communities of learning. They connect with local, state, national, and global groups in person or via technology to take advantage of a broad range of professional knowledge and expertise. Accomplished educators draw on those resources when instructing their students and participating in duties that contribute significantly to the quality of schools and student learning. Those duties address two areas of responsibility: collaboration with other professionals to improve the effectiveness of schools, and partnership with families and other stakeholders to promote the education of children and young adults.

Teachers Collaborate with Other Professionals to Improve School Effectiveness

The National Board advocates proactive and creative roles for teachers. Those functions involve analyzing and constructing curricula, coordinating instruction, contributing to the professional development of staff, and participating in other policy decisions fundamental to the development of highly productive learning communities.

Although state authorities and local leadership establish broad goals, objectives, and priorities for districts and schools, accomplished teachers share responsibility with their colleagues and administrators in determining what constitutes valuable learning for students. Educators understand their

legal obligation to carry out public policy as represented in state statutes and regulations, school board directives, court decisions, and other procedural documents—and they bear those mandates in mind while acting as professionals. Accomplished teachers thereby take the initiative to analyze curricula critically, identify new priorities, and communicate necessary changes to the school community. To perform that work effectively, teachers must have a thorough knowledge of their students and curricula as well as a willingness to question conventions and work collaboratively with educational stakeholders.

Developing curricula and coordinating instruction are key functions shared by teachers and administrators. Accomplished teachers work with other educators to plan instructional programs that promote continuity and support equitable learning experiences for all students. They help integrate plans for students with general and exceptional needs by thinking strategically across grade levels, academic tracks, and subject areas. Teachers work closely with administrators and staff to navigate systems, structures, and schedules so they can implement improvements that modify organizational

and curricular aspects of instruction cohesively. Accomplished teachers understand the technical requirements of a well-coordinated curriculum, possess the interpersonal skills needed to work in groups, and exhibit a readiness to join their efforts in the interest of school communities. Those qualities enable educators to participate effectively in planning and decision making

in teams, departments, and other educational units outside the classroom, laboratory, or studio.

Accomplished teachers also are involved in the arrangement of student

services, uniting educators with a wide variety of specializations to ensure that instructional experiences remain productive and coherent. They help teachers partner to support inclusive education and create appropriate learning environments for students with a range of exceptional needs—those who face physical disabilities, sensory impairment, or behavioral challenges, as well as those who are gifted and talented. Accomplished educators foster cooperation among teachers and counselors of English learners, and others who offer high-quality programs featuring English as a new language, bilingual education, and English immersion. Importantly, they uphold the requirements of compensatory



Teachers work with their colleagues as members of a team, sharing their knowledge and skills while contributing to the ongoing development of strong schools.

education with a similar sense of vigilance and dedication. Accomplished teachers are adept at working in tandem with other educators to provide students with the attention they need.

In addition to developing curricula and coordinating instruction schoolwide, accomplished educators work with one another to strengthen their teaching practices. They observe colleagues in the classroom, engage in pedagogical discussions, and collaborate to improve their teaching methods and explore new instructional strategies. Accomplished instructors may focus on different aspects of their practice, based on opportunity, need, and disposition; however, they share a common commitment to pursuing teaching excellence in concert with their peers.

Schools that thrive and flourish emphasize a similar process of continuous improvement. Accomplished teachers in those schools help their colleagues identify and resolve problems while encouraging them to experiment with different teaching methods and forms of instructional organization. They

work as teacher leaders, strengthening professional development and advocating improvements. Educators in less successful schools strive to promote the same traits of excellence—to build systems, develop networks, and foster a culture of innovation that will help their schools prosper.

Accomplished teachers undertake a variety of projects to pursue all those goals, participating actively in their learning communities to promote progress and achievement.

For example, they may mentor novices, form study groups, demonstrate new methodologies, serve on school and district policy councils, or engage in scholarly inquiry and artistic expression. Teachers work with their colleagues as members of a team, sharing their knowledge and skills while contributing to the ongoing development of strong schools. Alongside their administrators and other school leaders, they assume responsibility for the quality of their schools' instructional programs. This set of expectations is integral to the mission of accomplished teachers. It characterizes a professional approach to teaching and distinguishes the educational field as a whole.



Accomplished teachers communicate regularly with students' parents and guardians. Teachers inform them about their children's accomplishments and challenges, responding to their questions, listening to their concerns, and respecting their views.

Teachers Work Collaboratively with Families

Accomplished teachers communicate regularly with students' parents and guardians. Teachers inform them about their children's accomplishments and challenges, responding to their questions, listening to their concerns, and respecting their views. Teachers encourage families to become active participants in their children's education by acquainting them with school programs and enlisting their help to develop skill sets and foster lifelong learning. For instance, a kindergarten teacher may discuss the importance of reading stories at home and show a grandparent why engaging her child in conversation is critical to literacy development. Accomplished teachers share the education of children with families.

Ideally, teachers and parents become mutually reinforcing partners in the education of young people. However, various circumstances can complicate relationships, such as divergent interests or mistrust. Accomplished teachers are alert to those issues and tailor their practice to enhance student

achievement. Understanding that some families may take more time than others to gain confidence in school-home relationships, teachers proceed patiently, learning about cultures, beliefs, and priorities while expressing respect for families and demonstrating their attention to students. Throughout the process, educators develop skills and understandings that help them avoid pitfalls while working to foster positive, collaborative relationships between schools and families.

The changing structure of families in our society creates both challenges and oppor-

tunities. Accomplished teachers must possess a thorough knowledge of their students as individuals to work creatively and effectively with family members. Advancing the intellectual development of students is a teacher's foremost responsibility, but accomplished teachers understand that a broad range of student needs can influence that goal, such as the need for informed caregivers to provide guidance and support. By learning the dynamics within their students' homes, teachers appreciate how they can work with families to address student needs and advance educational gains. The distinctive mission of teaching is the promotion of



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learning—a complex undertaking in and of itself; but accomplished teachers understand that the physical, emotional, and social well-being of students cannot be separated from their intellectual growth.

Teachers Work Collaboratively with the Community

Accomplished teachers cultivate their students' knowledge of the local community as a powerful resource for learning. Opportunities abound for enriching lessons, projects, and topics of study; for example, observing the city council in action, collecting oral histories from senior citizens, studying ecology at a public park, visiting a museum, drawing the local architecture, or exploring career options in small businesses. Any community—urban, suburban, or rural; wealthy or poor—can become a laboratory for learning under the guidance of an accomplished teacher. The Internet can extend those experiences, giving students the chance to investigate local towns further or to explore cities, states, and countries farther afield. Within all those communities, instructional partners such as government officials, organizational volunteers, and corporate leaders can serve as valuable assets, supplementing and enhancing the education of students. Accomplished teachers need not teach alone.

Teachers also explore the concept of culture within their communities and its influence on children and young adults. Accomplished educators encourage students to appreciate linguistic traditions and ethnic contributions, to study social influences on their expectations and aspirations, and to discuss the effects that economic conditions can have on political views and outlooks. Although careful attention to diversity may challenge teachers, learning about a wealth of cultures can help them work meaningfully with students. An understanding of multiculturalism promotes an acknowledgment of differences and similarities, which, in turn, inspires students to accept individuals and to adopt civic ideals. Accomplished teachers capitalize on those opportunities so they can respond productively to their students' diverse backgrounds.

Such work rests on a delicate balance. Teachers cannot alleviate all the social problems they encounter, but they can be sensitive to those issues and caring toward students as they fulfill their professional responsibilities as educators. Teachers confront the human condition daily in all its splendor and misery; what they choose to share, how they respond, and how they prepare students in the face of it all are the factors that distinguish teachers who are truly accomplished.

CONCLUSION

**IMPLICATIONS FOR
THE PROFESSION**

CONCLUSION

The National Board’s standards and assessment were created by educators and [have been] tested and revised, and the [Board certification] process is performance-based and peer-reviewed. ... If educators mapped backward from board certification, embedding the standards and the process, even as they are now, into the steps every teacher takes from preservice on, teaching in general would be stronger, and the profession would have a sturdy base on which its future could be built.

What matters is the continuum and the agreement within the profession that there can be only one. That has been the key to the success of every other profession. It is the underpinning of a profession’s authority, and there is no reason to think teaching will ever achieve the same status without it.³

Ronald Thorpe

President and CEO,
National Board for Professional Teaching Standards, 2011–2015

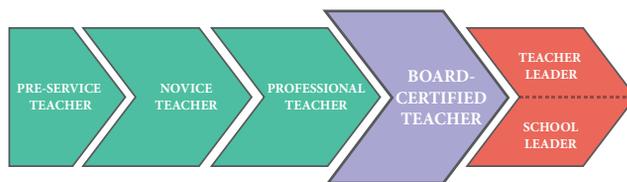
³ Thorpe, R. (2014). Sustaining the teaching profession. *New England Journal of Public Policy*, 26(1), 1–16.

To ensure all students receive an education that prepares them for postsecondary success and life, the teaching profession must be strengthened such that it systematically guarantees high-quality teaching practices. In other professions, such as medicine, engineering, and architecture, board certification has helped to create a culture and expectation of accomplished practice, both within the profession and amongst the public. Professions build this expectation into their preparation and practice development pipelines by design, beginning with a clear vision of what its accomplished practitioners should know and be able to do and then mapping backwards to ensure each new practitioner begins their career knowing what achieving board certification would mean for the level of their practice. Those professions have done what teaching must

now do: define and strengthen a coherent continuum to ensure that every teacher in America is on a path to accomplished teaching.

With this continuum in place, Board certification would be the norm, not the exception, and be fully integrated into the fabric of the teaching profession. The Five Core Propositions, as explicated above, would serve as the guiding framework for every teacher's ongoing development of their practice. This continuum, explicitly and visibly aligned to the Five Core Propositions and National Board Standards, begins in preservice preparation, proceeds developmentally to and through Board certification and into educational leadership, each step engineered to support teachers working toward more accomplished practice.

Professional Career Continuum for Teaching



Pre-service Teacher

A strong pre-service experience builds the content knowledge and teaching skill of entering teachers to a level of beginning proficiency with an eye towards

the eventual development of accomplished practice. Preparation of new teachers should require a residency year with a reduced teaching load and intense supervision, enabling the practice-based

development of teaching skill. High-quality initial licensure requirements, including teacher performance assessments, would allow aspiring teachers to demonstrate they possess the knowledge and skills required to be effective in a classroom. Throughout the preparation experience, Board certification can serve as a qualification or preference for clinical faculty at teacher preparation programs and cooperating teachers who work with student teachers during their clinical experiences and residency, as it signals a teacher who understands and has incorporated the Five Core Propositions into their practice. If teacher candidates, as they complete their preparation program, study the Five Core Propositions, encounter National Board Standards, and analyze the practices of the Board-certified teachers in schools or through case analysis in ATLAS⁴, they will begin their careers on a path to develop into accomplished practitioners themselves.

Novice Teacher

The early years of a teacher's career should build from their preparation experience, with a robust mentoring and induction program for novice teachers seeking to further new teachers' efforts to improve their practice, understand the priorities of

their school and school system, and build relationships with their colleagues. Through infusing the content of the Five Core Propositions, the National Board Standards, and case analysis of accomplished teaching into induction programs, and by ensuring novice teachers receive mentorship from Board-certified practitioners, teachers' early-career development will be strengthened. This coherence will improve retention of novice teachers, instill in them the practice of continuous reflection, shape the culture and language of professional practice in their schools, and lead them towards accomplished practice and Board certification.

Professional Teacher

Professional teachers, having demonstrated the knowledge and skills needed to positively impact student learning, benefit from ongoing professional learning and growth. Various systems shape and support them in this endeavor, including state licensure (or certification) systems, local educator evaluation systems, and professional learning opportunities offered through local education agencies and professional associations. Importantly, educators' needs evolve. Engaging in the same life-long learning they want their students to embrace, teachers are constantly striving to meet students'

⁴ ATLAS, which stands for Accomplished Teaching, Learning, and Schools, is an online library of cases showing Board-certified teachers at work with students. Each case contains video of instruction, the teacher's analytic and reflective analysis of the instruction, and instructional materials used with the students.

ever-changing needs and to stay current in their field. These experienced teachers can engage more deeply with the Five Core Propositions and National Board Standards to guide their growth as they delve into problems of practice and seek both individual and communal professional learning opportunities. Coaching and support from Board-certified teachers can further help them expand their knowledge and skills. When ready, professional teachers can begin their candidacy for Board certification.

Board-certified Teacher

At the heart of the continuum is National Board Certification, a process designed for teachers to demonstrate, through standards-based evidence, the positive impact they have on student learning as a result of their deep and abiding understanding of students, content knowledge, pedagogical practice, ongoing reflection, and participation in learning communities. Under the guidance and mentorship of Board-certified colleagues and with the support of fellow candidates, candidates for Board certification submit evidence that their practice meets the Five Core Propositions and National Board Standards, a body of knowledge that is maintained by teachers. Practicing teachers, through a peer-review process, then assess their submissions. Board certification, as in all other professions, is a hard-earned distinction practitioners bestow on each other.

Today when Board-certified teachers attest to the positive impact the certification process had on their practice, they often remark that the pursuit of Board certification was the most transformative professional learning experience they have ever had. In a profession where Board certification is the norm, however, it would be the natural next step in a career that has been coherently building towards the development and demonstration of accomplished practice since day one. Increasingly, school-based learning communities will support teachers to work together towards accomplished practice and becoming Board-certified. Ultimately, this phase of a teacher's career is marked by fulfilling a professional responsibility to their students, to themselves, to their colleagues, and to the profession.

Educational Leader

Board certification is a foundation through which teacher leadership, in all its many forms, can take hold. At its core, National Board Certification is about demonstrating a teacher's impact on student learning around a specialized body of content. Once achieved, Board certification serves as a platform for teachers to grow professionally and to become leaders in their schools, districts, states, and the profession. At the school level, teachers can model what the Five Core Propositions look

like in action, spreading their knowledge and skills to help develop the next generation of accomplished practitioners. At the district and state level, Board-certified teachers can transform isolated pockets of excellence into system-wide improvement. Board-certified teachers can work to support fellow educators along the continuum, for example by teaching or mentoring in preparation programs, leading induction programs, engaging colleagues in inquiry and study of National Board Standards, or by taking on formalized roles in schools, local or state agencies, or professional associations. They can contribute to the body of knowledge that underlies teaching through research, standards development, and other endeavors that impact the professional practice of all teachers. In the future, Board-certified teachers will fill other roles yet to be created, roles that will emerge as the body of

knowledge of accomplished practice upon which the continuum is based becomes more and more visible and Board certification becomes a collectively held expectation.

The work to codify the Five Core Propositions and the National Board Standards and to develop the Board certification process was led by teachers, for teachers. The work to build a continuum in the teaching profession grounded in this body of knowledge will be no different. It will not be easy work and the path to success will not be straightforward. Yet, when it is successful, it will have an immeasurable impact on the learning experiences and outcomes for millions of students. All students—each and every student—will learn from accomplished teachers every day.

“Teachers, administrators, and others whose work is designed to support best practice in our schools must seize this moment to rethink every aspect of the trajectory people follow to become accomplished teachers. Getting that path right and making sure all teachers follow it asserts the body of knowledge and skills teachers need and leads to a level of consistent quality that is the hallmark of all true professions.

The government cannot do it. Business cannot do it. Only educators can make it happen, and we need to seize the opportunity we have now to do just that.”⁵

Ronald Thorpe

⁵ Thorpe, R. (2014). Sustaining the teaching profession. *New England Journal of Public Policy*, 26(1), 1–16.

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NATIONAL BOARD
for Professional Teaching Standards

A Book Study-Guiding Questions
What Teachers Should Know and Be Able to Do: The 5 Core Propositions

Preface by Lee s. Shulman and Introduction: “By teachers, for teachers.”

The catalyst for creating the National Board came from a desire to professionalize teaching. Has that been accomplished? What strides have been made?

What does the caveat “by teachers, for teachers” mean?

Core Prop 1 Teachers are committed to students and their learning.

What role might establishing relationships play in student learning? How might the teacher’s knowledge of individual or groups of students impact the classroom?

How is treating students “fairly” or equitably explained? Does it translate as “equal”? Why or why not?

How might this knowledge of students help teachers facilitate (student agency) the “ownership” of learning by students?

Close read last two paragraphs: *Teachers Know Their Mission Transcends the Cognitive Development of Their Students*

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

How might you define differentiated instruction? What are some of the ways, or instructional strategies, that you use currently meet the needs of individual students and your whole class? What might it look like to foster critical thinking in your students? And how do you help them connect learning across subjects/disciplines? How might you utilize technology to foster or deepen student learning? How does your style, strategies, and classroom promote a way of thinking and understanding that will continue to develop over time?

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

“Accomplished teachers examine pedagogical issues regularly and reflect on their practice so that they use classroom time constructively.”

What pedagogical issue have you recently examined and upon reflection, what are some changes that you made? How does the set up and learning environment of your classroom reflect the needs of your students? The content? How does the environment help guide and support both student behavior and learning? What, or who, might be some of the instructional supports you engage for your students? What are some strategies you use to motivate and engage students in the learning process? Once engaged, what are some strategies you use to monitor their performance?

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

Teachers often face, and must balance, competing goals. What are some ways this manifests itself in your classroom?

What might be some strategies that exemplify your flexibility as you negotiate these goals? How do you cultivate your own learning? How do you model for students the virtues and intellectual capacities you hope to foster in them?

Core Prop 5 Teachers are members of learning communities.

How do you connect with others outside of the boundaries of your classroom?

How do your connections contribute to the quality and effectiveness of your school?

How does your work with other educators promote equity in learning for students?

How have you established two way communication channels? How have you engaged parents as partners in their child’s learning? How has it impacted student learning?

Conclusion What are your thoughts on the Professional Career Continuum?

Where do you see yourself currently? What might be your next steps?

Book Discussion Guide:

**What Teachers Should Know and Be Able to Do
The 5 Core Propositions**

Section: _____

Date: _____

Prior to the discussion: What new idea(s) did you discover in your reading?

What questions would you like to ask the group about the reading?

1. _____

2. _____

During the discussion:

What are the key points made by group members during the discussion?

What new learning about instruction did you take away from the discussion?

After the discussion (Now What):

What new knowledge/skill will you “practice” as a result of the reading/discussion?

Potential Protocols:

Preface by Lee s. Shulman and Introduction: “By teachers, for teachers.”

Expense Account

Set Up: Each person in the group gets 3 tokens (pennies are easy to use).

Procedure:

- Coordinator explains activity and begins with an open-ended question about the assigned reading
- Each time someone speaks, they put a token in the center of the table.
- If they don't have any tokens left, they can't speak. When everyone is out of tokens, everyone can retrieve their tokens and start the process over (with the same or new question).
- Notetaker records conclusions in group journal.

Core Prop 1 Teachers are committed to students and their learning.

Silent Webbing

Set up: Large pieces of chart paper, variety of thin-tipped colored markers

Procedure:

- Coordinator leads discussion on what the group perceives the main ideas of the assigned reading were -- two or three.

Those main ideas become the center of each piece of chart paper, or spaced out in the center of the butcher paper.

Each GM takes one marker and, silently adds thoughts, comments and reflections on each main idea. GMs can add on to the main idea “web” or add reflections on other GMs ideas. This “silent discussion” continues as long as needed.

When the writing stops, the coordinator brings group together for oral discussion on concluding or prevailing thoughts and discoveries. Notetaker records conclusions in group journal.

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

Round Robin

Set up: Entire group seated in a circle, one Notetaker, and one appointed Coordinator to keep members on track. Other group members are present with their notes.

Procedure:

- One group member begins discussion with a statement that begins with “I learned,” “I realized,” or “I now know” and shares something from the assigned reading that appealed to them. Refrain from evaluative statements such as “I think,” “I feel,” “I believe.”
- When Group Member 1 is done, attention turns to his or her left. This member can either add on to GM 1's statement, or begin a new statement of what he/she learned.
- Discussion continues in this fashion until every member has spoken at least twice. • Group norms can determine if someone can “pass” one turn until later.
- When discussion is concluded, Notetaker records a summary of the meeting in group journal.

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

Top 10 List

Set Up: One Note-taker at the board, and one appointed Coordinator to keep members on track. Other group members present with their notes.

Procedure:

1. Group members take turns sharing interesting facts, opinions or points they learned from the assigned reading.
2. Note-taker records as concisely as possible.
3. Coordinator can allow discussion to occur, but prevents discussion from going too far off topic.
4. When everyone is done sharing, the group evaluates their group's work and directs Notetaker to consolidate or eliminate notes.
5. Then the list is ranked from least important (10) to most important (1) of concepts cleaned from the chapter.
6. A cleaned up version of the notes is made available to all group members.

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

Based on the FLDOE Professional Learning Tool Kits

Q and A

Set up: Index cards, writing utensils

Procedure:

- Each Group Member (GM) writes one open-ended question on the front of one index card about the assigned reading. The questions should be higher-order, but not evaluative.
- Each GM will talk to every other GM, asking their questions to each other. GMs will reflect on the answers to each question, and write interesting and unique responses on the back of the index card.
- When every question has been asked and answered, the group will come together as a whole. Coordinator will lead whole group discussions on concluding or prevailing thoughts, discoveries and revelations.
- Notetaker records conclusions in group journal.

Core Prop 5 Teachers are members of learning communities and Conclusion

Affinity Map

Set up: chart paper, Post-its for everyone, writing utensils

Procedure:

- Coordinator begins with asking an open-ended analytic question that asks for defining elements of something, or that has many answers and thereby provides many points of entry for deepening a conversation.
- Participants write one idea in response per post-it note. Instruct them to work silently on their own.
- Then, in silence, put all post-it notes on the chart paper.
- Organizing: Reminding participants to remain silent, have them organize ideas by “natural” categories. Directions might sound like this: “Which ideas go together? As long as you do not talk, feel free to move any post-it note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong – but do this all in silence.”
- Once groups have settled on an organization method, ask them to converse about the categories and come up with a name for each one.
- Debrief, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think it missing? Were there any surprises?

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

6th

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

5th

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

4th

Evaluate student learning in light of the goals and the instruction

3rd

Implement instruction designed to attain those goals

2nd

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

1st

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?



Professional Rounds

Identifying a “Problem of Practice”

A combination of data and dialogue is used to identify an instructional issue. If students are not being successful in an area, what could we do differently as professionals to ensure that each student is successful and that our time is spent more effectively? A Problem of Practice should be the focus of staff attention. Teachers will need training and continued support to address a meaningful Problem of Practice. It is something staff genuinely doesn't know how to do and is trying to learn more about and get better at. A rich Problem of Practice:

- focuses on the instructional core (What teachers and students are doing and the content being addressed).
- is directly observable.
- is actionable (is within the school's/district's control and can be improved in real time).
- connects to a broader strategy of improvement (school, feeder pattern, system).
- is high-leverage (if acted on, it would make a significant difference for student learning).
- is deep learning (e.g., higher levels on Bloom's) promoted by this POP for both teachers and students?

In short, the problem of practice is something that you care about that would make a difference for student learning if you improved it.

Some general considerations to think about when identifying this “problem of practice” include the following:

1. What does data (both qualitative and quantitative) tell us?
2. What is there that, if done by everyone, could serve as an umbrella for a number of the teaching and learning strategies we have in our school plan?
3. What can have the most positive effect on what students do, what teachers do and the quality of the work that students are producing?
4. Is what we are considering as a “problem of practice” something that we can control?
5. Is what we are considering observable?
6. Is the “problem of practice” we are considering supportive of other school and district efforts?

DRAFT - DRAFT - DRAFT

The statement of the Problem of Practice should be a description of an issue--a few sentences describing what is happening that is problematic. A brief generalization about the data that led the team to the specific issue it chose is an appropriate introduction. The focus questions are generated after the POP has been determined and described. These questions will likely be revised as the staff gains insight about their issue (from professional development and early implementation actions etc). The questions provide guidance to observers on what they should be seeing as a result of staff successfully addressing the POP. They have been included here primarily to emphasize the fact that addressing a Problem of Practice involves all three components of the instructional core: what the teacher is doing, what the students are doing, and the content. Your staff's initial focus questions should be part of your building's Problem of Practice statement even though your questions will likely change as you and your staff begins addressing your POP.

Sample Problems of Practice

1. **High Expectations.** Achievement data indicates our students are generally not performing at the level needed to meet state standards. Data from our CRTs and walkthroughs indicate that students are held to different expectations in different settings and, at times, the expectations are too low. Teachers are unsure of what students are capable of. Teachers fear that if they set their expectations too high, students will be frustrated by the challenge. The staff has decided to learn ways to build scaffolding activities into their lessons so students get the support they need to meet higher expectations. Focus Questions: What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce? Do you see evidence of high expectations in student participation in the lesson? What is the teacher doing that sends a message of both high expectations and student support promoting academic achievement for all students?
2. **Student Engagement.** We have hypothesized that the root cause of our below state standards student achievement is that a lack of student engagement is inhibiting student learning. Engagement varies greatly between classes and among students, but the building has large numbers of students demonstrating a disconnection to class work. Teachers fear that making the lessons “fun,” would cause them to dilute their expectations for achievement. Teachers are seeking training and support to improve their success at engaging students and meeting high academic standards. Focus Questions: What level of productive engagement do you see between the students and the tasks they have been given? Do some tasks appear to generate greater student engagement than others? Among students, who seems engaged, bored, lost, discouraged or disinterested? How do you see teachers promoting student engagement during the lesson?

DRAFT - DRAFT - DRAFT

3. **Building a community of learners by focusing on productive student group work.** Low student achievement across content areas and lack of student interest in learning suggest that we need to investigate different instructional approaches. The staff is aware of research on the effectiveness of students working in groups, both on achievement and attitude toward learning, especially in urban settings. The staff has found that its efforts to design and implement projects involving students working together have resulted in chaos and little productive learning. The staff is struggling with how to design and implement productive lessons which are focused on students working collaboratively to achieve high levels of successful learning. Focus Questions: How are groups working? Are students helping each other learn? Is learning a mutual endeavor in groups? What level of significant learning do you see for both groups and individuals? How do the assignments support effective group learning? What teacher behaviors support productive group learning?

4. **Increasing the variety of teaching strategies used in classrooms.** Our test data indicate a need to change our instructional methods in order to be more successful with the students we serve. Although teachers make an effort to make their classes interesting to students, the overwhelming majority of classes are teacher-centered and dependent upon worksheets. Teachers have felt the need to concentrate on this kind of instruction because of classroom management issues. We are struggling as a staff to incorporate a greater variety of teaching strategies without losing control of our classrooms. Focus Questions: What evidence do you see that teachers are using a variety of strategies to make content concepts clear (that is modeling, using visuals, differentiating instruction, providing hands-on activities, using body language and gestures, using or providing for students the use of native languages, structured use of classroom assistants)? Is there variety in the nature of work students are asked to do? Are students responding positively to the variety of strategies and, consequently, learning more?

5. **Encouraging and scaffolding student thinking.** Students have been acclimated to expect to do only low level thinking and work as defined in Bloom's taxonomy. Although staff is convinced of the need to increase rigor, students are easily frustrated and quickly give up. The staff is struggling with ways to provide the kind of scaffolding to students that will increase their sense of efficacy and result in their exhibiting perseverance in pursuing higher order tasks and answering questions involving higher order thinking. Focus Questions: What is the task that students have been given? What have students been asked to do that will result in thinking and learning? What, if any, probing questions do teachers ask to push, stretch and support student thinking?

DRAFT - DRAFT - DRAFT

6. **Equitable distribution of questions and student work across Bloom’s taxonomy.** Our test results indicate that students do not perform well on questions beyond simple recall. Walkthroughs have provided evidence that the focus of teacher questioning is overwhelmingly at the knowledge level of Bloom’s taxonomy. The staff is interested in becoming more competent at constructing meaningful higher order questions as well as increasing the frequency of use of such questions. Focus Questions: What evidence do you see of the use of all levels of Bloom’s taxonomy in questions and student work? Are students being given questions or work that causes them to work and think at all these levels? Are teachers ensuring that all students are answering these questions?

7. **Increasing rigor in classrooms and supporting students in achieving higher levels of rigorous work.** Our building test data indicates that our students are not achieving at the same levels nor progressing as much each year as the average student in the state. An analysis of the work we provide to our students has indicated that it is not as rigorous as state standards demand; however, we have found it difficult to increase our demands on students without putting them at risk of failure. As a staff, we are struggling to successfully increase the rigor in our classrooms while providing the support to students needed for them to be successful. To gain more implementation ideas, we are planning to participate in a variety of professional development activities focused on creating rigorous work for students while also promoting student engagement. Focus Questions: What examples of rigor do you see in the work students are being given to do? Do you see students being pushed so that the work is challenging but doable. In other words, are students being stretched and forced to use their brains to problem solve and do high level work? Do you see examples of scaffolding being used by teachers to enable all students to meet the rigor requirements?

8. **Relevance of school work.** Students do not perform well on the state achievement tests and appear bored and disconnected in our classrooms despite our best attempts to provide quality instruction. In student surveys, there is a significant majority of our students who claim that the material taught in our classrooms has no connection to their out-of-school lives. As a staff, we struggle to find ways to make the material in the state standards relevant to our students. We have committed ourselves to creating lessons more relevant to our students by using activities/tasks that connect to students’ cultural lives, the world of work, and everyday problem solving to engage more of our students. Focus Questions: How is the work being made relevant to all students? How do teachers connect the work to students’ prior knowledge and experiences? Does it appear to be clear to students how the work or task is or will be relevant to their daily and future lives?

For further information, see:

City, Elizabeth A., Elmore, Richard F., Fiarman, Sarah E, and Teitel, Lee, **Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning**, Harvard Education Press, Spring, 2009

“The 5 Whys”

Root Cause Analysis

“If you don’t ask the right questions, you don’t get the right answers. A question asked in the right way often points to its own answer. Asking questions is the ABC of diagnosis. Only the inquiring mind solves problems.”
– Edward Hodnett (1871-1962 British Poet)

Determine the Root Cause: 5 Whys

(Adapted from www.mindtools.com)

Asking “Why?” may be a favorite technique of your three year old child in driving you crazy, but it could teach you a valuable problem solving technique.

The “5 Whys” is a simple problem-solving technique that helps you to get to the root of a problem quickly. Made popular in the 1970s by the Toyota Production System, the 5 Whys strategy involves looking at any problem and asking: “Why?” and “What caused this problem?” Very often, the answer to the first “why” will prompt another “why” and the answer to the second “why” will prompt another and so on; hence the name the 5 Whys strategy. Benefits of the 5 Whys include:

- It helps you to quickly determine the root cause of a problem.
- It's simple, and easy to learn and apply.

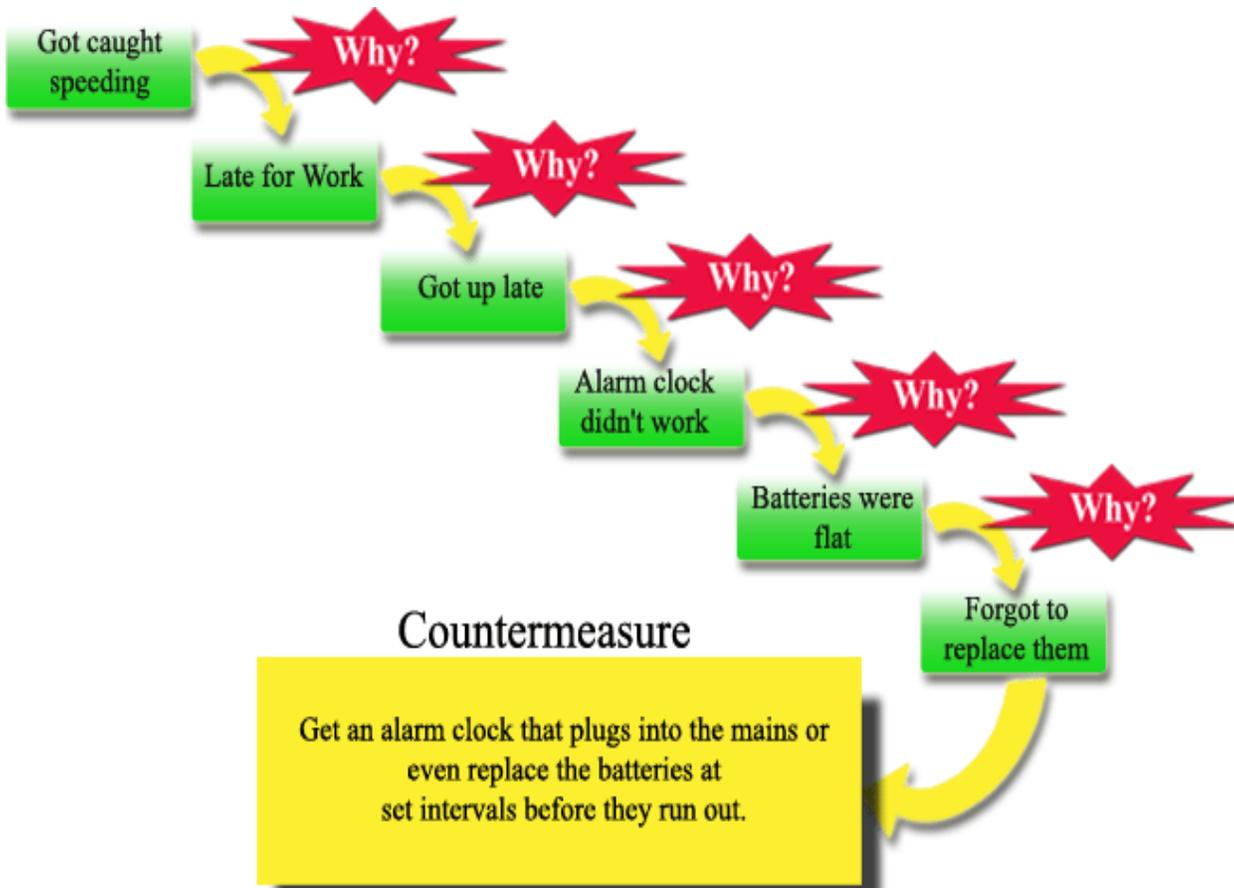
How to Complete the 5 Whys

When you're looking to solve a problem, start at the end result and work backward (toward the root cause), continually asking: “Why?” You'll need to repeat this over and over until the root cause of the problem becomes apparent.

1. Write down the specific problem. Writing the issue helps you formalize the problem and describe it completely. It also helps a team focus on the same problem.
2. Ask Why the problem happens and write the answer down below the problem.
3. If the answer you just provided doesn’t identify the root cause of the problem that you wrote down in Step 1, ask Why again and write that answer down.
4. Loop back to step 3 until the team is in agreement that the problem’s root cause is identified. Again, this may take fewer or more times than five Whys.

5 Whys Example

Problem Statement: Got caught speeding.ⁱ



ⁱ <http://www.educational-business-articles.com/5-whys.html>

Professional Learning Community Facilitators' Guide to Exploring Accomplished Practice

Discussion Title: Core Proposition 1

Subject/Topic: Teachers are committed to students and their learning.

Key Terms: strategies based on knowledge of students, equity, student diversity, student needs, assessments, student feedback, differentiation of instruction, empower students, student behavior, relationship building, engages students, student participation in learning,

Designer: Lori Beza, NBCT and Diane Allegro, NBCT

Materials Needed: varied by conversation; Student work, computer, projector, post-its, chart paper, unit plans

Suggested links (including ATLAS): Included in individual conversation frameworks.

Discussion Purpose/Summary:

Teachers are committed to students and their learning. Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. Acknowledging the distinctive traits and talents of each learner, teachers are dedicated to and skilled at making knowledge accessible to all students. Educators are thus passionate about building meaningful relationships with young people so students can advance their understanding and experience success. Teachers know that ongoing achievement depends on their conviction in the value and dignity of human beings as well as the potential that exists within each child. They therefore remain attentive to human variability, its influence on learning, and the interconnectedness of people in different contexts. Accomplished teachers become acquainted with students across social and educational settings, not simply within their own learning environments.

Stage 1: Identify Desired Results

Established Goals

Teachers will be able to engage in professional discussions regarding:

- Identify, describe, and explain a Problem of Practice;
- Explain and demonstrate an understanding of Core Proposition 1;
- Align National Board standards to individual teacher subject and developmental levels;

Enduring Understandings

Participants will understand that...

- Teachers recognize individual differences in their students and adjust their practice accordingly
- Teachers understand how students develop and learn
- Teachers treat students equitably
- Teachers know their mission transcends the cognitive development of their students

Essential Questions

How does knowledge of students impact professional practice and student learning?

Participants will know...

- how to use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.
- how to create a dynamic learning environment that supports achievement and growth.
- how to implement instruction that engages and challenges all students to meet or exceed the learning standards.
- the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.
- how to acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.

Participants will be able to...

- provide multiple opportunities for students to showcase their abilities, both in and out of the school setting
- create an environment of respect and rapport where students are comfortable taking risks
- use assessment during instruction to monitor student progress
- use the distinctive traits and talents of individuals to build meaningful relationships so students can advance their understanding and experience success
- observe students movements, gestures, facial expressions, and words to discover thinking.

Stage 2: Determine Evidence for Assessing Learning

Performance Expectations:

- Identify a problem of practice relevant to core proposition 1;
- Reflect on existing unit/lesson plans and anticipate which concepts and activities certain students may find problematic
- Look at student work, student engagement, and/or formative and summative assessment to determine gaps in student understanding
- Share data with PLC team and brainstorm areas for change

Other Evidence:

- Outcomes of participants' reflections and self-assessments and other learning from PLC conversations

Stage 3: Build Learning Plan

Learning Conversation Topics:

- | | |
|--------------|---|
| Introduction | Identifying a problem of practice related to Core Proposition 1 |
| 1 | Identifying individual differences |
| 2 | Developing instructional strategies to respond to student needs based on interests, abilities and prior knowledge |
| 3 | Providing multiple opportunities for students to showcase student abilities and differentiated assessment methodologies |
| 4 | Creating an equitable environment of respect and rapport where students are comfortable taking risks |
| 5 | Creating a culture of learning, utilizing multiple methods to meet individual student needs |
| 6 | Using formative assessments to identify gaps and make adjustments that provide various student access points. |
| 7 | Building community by using the distinctive traits and talents of individuals and establish culture of collaboration to meet individual student needs. |
| 8 | Knowing how the form & structure of assessments enhance your ability to discover student thinking and knowledge. |
| 9 | Building meaningful relationships with students to provide them with strategies to analyze their learning outcomes and achievements while identifying areas of need. Advocate on behalf of the student to ensure they have the tools they need to learn. |
| 10 | Developing an array of strategies for sharing differences, identifying similarities, and embracing diversity with the learning environment. |



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice *Accomplished Teaching Series~Lesson 2*

Core 1: Topic 1: Identifying Individual Differences

Brief Description: Teachers will identify gaps that challenge student learning and then identify strategies to bridge those gaps.

“Accomplished teachers gain knowledge about their students by studying them carefully and seeking additional information from various sources.”

What Teachers Should Know and Be Able to Do, pg 14

Protocols Included: Individual brainstorm, group discussion

Outcome-based objectives:

Objectives
Identify ways to address student gaps that challenge learning
Identify effective strategies to bridge an existing gap

Length/Timing: 80 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

Chart paper, 2 colors of post its, reflection journals, and Knowledge of Student Standards
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Process:

Steps and Time	Notes, etc.
Revisiting Norms	5 min
Quietly read poem. What is your superpower? Share with a partner. How do you hope it will impact student learning? Now think back to our first meeting-what were some ways our discussions and reading impacted your practice? How did these actions impact students?	12 min
Whole group discussion: What might be some challenges of meeting individual student needs ? How might those challenges be addressed?	T-Chart responses 10 min
Quiet think, record in your Reflective journal, about a student in your classroom that has struggled with a recent lesson.	



Accomplished Teaching Series



<p>Explain:</p> <ul style="list-style-type: none"> • what you ‘knew’ about the student with the ‘gaps’, and • how you knew it (did you use a particular strategy? -Survey, listening, building a relationship, discussion with parent, guidance, adm, other teacher, et) (4 min) <p>Pair share and record on 2 different colored post its for “what” and “how”</p>	15 min
<p>Apply to chart paper</p> <p>Whole group share: Report out on chart paper with post its: list of <u>strategies (how) that have been used effectively to gain knowledge of students</u></p>	10 min
<p>Review your Knowledge of Student Standards</p> <p>What might be some ways to meet that student and move them forward?</p>	5 min
<p>Brainstorm and discuss with a Resident/Attending partner Identify your student’s strengths and weaknesses</p> <p>How might you address the weaknesses and use the strengths?</p>	10 min
<p>Think about one of your students and make an action plan that could bridge the gap; In your reflection journal write your hypothesis:</p> <p>___ is not successful in my class. He/she has gaps in _____. To bridge these gaps, I will _____. I will know if this is successful if _____. (10 min)</p> <p>Whip Around to share hypotheses (5 min)</p>	
<p>Exit Ticket: Thinking of your Problem of Practice, how might meeting individual student needs help address the problem?</p>	

Source(s): **Connections and Extensions:** For additional information on Interest/Motivation watch: https://www.ted.com/talks/dan_pink_on_motivation

Optional extension for identifying student strengths, weaknesses, and gaps: https://www.nsrffharmony.org/system/files/protocols/descriptive_review_child_0.pdf

Activity documented by: Lori Beza and Diane Allegro, NBCTs; modified (2018) by Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 2: Incorporating Interests, Abilities, and Knowledge

Brief Description: Teachers will discuss the development of instructional strategies to respond to student needs based on interests, abilities and prior knowledge.

Teachers who are accomplished respond to student needs based on their pupils’ interests, abilities, and prior knowledge. . . . The teacher will . . . look for signs of individual student engagement and address any misunderstandings they arise. By keeping a finger on the pulse of the class, educators decide when to alter plans, work with individual students, or enrich instruction with additional examples, explanations, or activities.

What Teachers Should Know and Be Able to Do, pg 13

Protocols Included: [Peeling the Onion](#)’, [chalk talk](#)

Outcome-based objectives:

Objectives
Identify a challenging unit and analyze to identify areas of misconception and disengagement
Identify strategies to anticipate, be aware of and address areas of misconception and disengagement in the unit

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i></p> <ul style="list-style-type: none"> Bring your copy of the units of study you will use this year
<p><i>In PLC:</i></p> <p>Identify a challenging unit that might be fraught with student misconception and/or disengagement & brainstorm ways to address these challenges.</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
Identify a unit that will be challenging based on your knowledge/expectations of students interests, abilities &/or prior knowledge. Do this by (5-10 minutes)	You could do this with a post-it vote or use Peeling the Onion ’ discussion protocol



Accomplished Teaching Series



<p>Identify areas you think students might form misconceptions and parts of the unit where students might become disengaged. Put each on a post-it and place on appropriate chart papers one labeled - misconceptions the other labeled possible disengagement (15-20 minutes)</p>	<p>You also could do this with chalk talk protocol.</p>
<p>Extension: Read commentary and view ELA AYA #221 observing ways teacher has sought to improve student engagement The Teacher provides instructional tools for students to meet the goal of the self-guided discussion. Watch 00:00 - 03:30 Read selected commentary</p>	
<p>Read each other's ideas about misconceptions and loss of engagement & vote on the one you think would have the greatest benefit to dig into (5-10 minutes)</p>	
<p>Use 'Constructivist Learning Groups' to discuss the problem the group has chosen. Number off and agree that at the end of a short discussion period (15-20 minutes), the person assigned to the random number chosen will report for the group</p>	
<p>Extension Activity Create a student profile</p>	

Source(s):

[National School Reform Faculty. Chalk Talk.](#)
[School Reform Initiative, Constructivist Learning Groups](#)
[School Refrom Initiative: Peeling the Onion](#)
[Profile of Student Activity](#)

Connections and Extensions: [Create a student profile](#)

Activity documented by: Lori Beza and Diane Allegro, NBCT



Professional Learning Community

Facilitator’s Guide to Exploring Accomplished Practice 2.0

Accomplished Teaching Series 2: Lesson 2

Core 1: Topic 3: Designing and Differentiating Assessments

Brief Description: Participants will discuss providing multiple opportunities for students to showcase abilities and differentiating assessment methodologies.

“Accomplished teachers strive to appreciate and understand their students aptitudes and intelligences. By encouraging students to relate their personal experience to the classroom environment, teachers help students make learning relevant and advance their skills across academic settings.”

What Teachers Should Know and Be Able to Do, pg 15

Protocols Included: Give One, Get One

Outcome-based objectives:

Objectives
<i>Identify current assessments and their insufficiencies (time, reliability, validity)</i>
<i>Identify other ways to collect intended assessment data</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<i>Chart paper, post its, Assessment Standard Study bundle</i>
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Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
With post-it notes participants will record one per note, assessments they use Sort with a triad in formative/summative columns	Look for the ones in the middle, should be no crossovers ~5 min
Whole group debrief: Formative - go back to and use for future planning Summative - never look back, can't be redone	Summative tends to apply only to state or national standardized assessments ~10 min
Read Assessment Study Bundle Standards for cert. Area	~10min



Accomplished Teaching Series



Give One, Get One Protocol	
<p>ATLAS: Read commentary on slide: Students used their completed book club papers as a scaffold as well as the plastic menus with sentence frames to participate. During this unit, students participated in books clubs twice a week, and a student videotaped each session. <u>Before each book club, I gave feedback about what I observed and what areas they needed to improve.</u> Whole Group Discussion: How many of you have used video as a tool to provide student feedback? Thoughts?</p>	~10 min
<p>Review: 40 Alternative Assessment Ideas for Learning Which of these formative assessments fit in or challenge your current practice? Looking at the AAT, how does this tie in to step 4?</p>	~10 min
<p>In small groups brainstorm alternative ways to assess/evaluate skills and knowledge that connect to student interests, are relevant to their lives, or allow for students to show learning through their strengths and abilities. Select one assessment tool or method discussed to present to the whole group</p>	~20 minutes
<p>Choose and/or create an alternative assessment tool to use in an upcoming lesson/unit</p>	

Source(s): [Teach HUB](#)

Connections and Extensions: Atlas extension [ENL EAYA #377](#)

Activity documented by: Lori Beza, NBCT and Diane Allegro, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community

Facilitator’s Guide to Exploring Accomplished Practice 2.0

Accomplished Teaching Series-Learning Environment~Lesson 4

Core 1: Topic 4: Creating Equity and Taking Risks

Brief Description: Participants will discuss how to create an equitable environment of respect and rapport where students are comfortable taking risks.

Accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention. Educators recognize their own biases and make certain that any preconceptions based on real or perceived ability difference do not distort their relationships with students. Accomplished teachers maintain an open mind and a balanced perspective on their students. This does not mean that teachers treat all students alike. Rather, teachers respond to differences among students, being careful to counter potential inequities and avoid favoritism. They are devoted to supporting the development of character and preparing students for a successful future. To facilitate growth, educators recognize that failure is a natural part of the learning process; they show students how to cope with it and create an environment in which learners are comfortable taking risks.

What Teachers Should Know and Be Able to Do, pg. 15

Protocols Included: NA

Outcome-based objectives:

<i>Objectives</i>
<i>Identify challenges to create a classroom environment in which students are comfortable taking risks</i>
<i>Find ways to improve the classroom environment so students will be better able to cope with failure and be more comfortable taking risks</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

Post-its, chart paper, and articles. 20 Tips for Creating a Safe Learning Environment Why Taking Risks in the Classroom Pays Off for Students and Teachers Atlas video Clips



Accomplished Teaching Series



Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Identify things PLC members already do to create a safe environment for students to take risks (Use post-its - adhere to chart paper ~10 min
Practicing New Categories in Critiquing Images Case 1262 <u>Watch 05:53 - 07:40</u> <u>Watch 12:00 - 15:02</u>	<u>ATLAS Clips</u> ~10 min
What did you notice about the learning environment in the clips? What might the teacher have done “behind the scenes” that was evidenced in the video?	~10 minutes
Divide participants into two groups and distribute one of each reading to each group with a piece of chart paper to create a poster which highlights their learning to share: <u>https://www.edutopia.org/blog/20-tips-create-safe-learning-environment-rebecca-alber</u> <u>https://www.edsurge.com/news/2018-02-14-why-taking-risks-in-the-classroom-pays-off-for-students-and-teachers</u> Large group Share out	~20 minutes to read, discuss, create poster to share
Reflect/Journal: upon a risk/change you might be willing to take in your classroom, possible steps, and how you might make that learning public. Group Share Out and Discuss	~10 min

Source(s): ATLAS Practicing New Categories in Critiquing Images Case 1262

Activity documented by: Lori Beza, NBCT and Diane Allegro, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series-Learning Environment~Lesson 5*

Core 1: Topic 5: Meeting Individual Needs through Student Agency

Brief Description: Participants will discuss how to create a culture of learning, utilizing multiple methods to meet individual student needs.

Accomplished teachers increase their students’ engagement and motivation by providing them with options from which to choose, fostering their ownership in learning, and setting high expectations. Students come to understand that questioning and goal setting are integral aspects of the learning process.

What Teachers Should Know and Be Able to Do, pg16

Protocols Included:

Outcome-based objectives:

<i>Objectives</i>
<i>Share ideas about how you currently meet the goals of student ‘ownership of learning’, and student ‘setting high expectations’ for themselves,</i>
<i>Choose one strategy you can incorporate into your classroom to test its effectiveness; test it</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

Identify some ways you foster student ownership of learning and student setting high expectations for their own learning
Discuss and explain strategies from each group member's classroom, read about ‘SMART Goals’, Set a smart goal around a plan to implement one strategy to test in classroom

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Provide the definition: Student agency refers to the level of control, autonomy, and power that a student experiences in an educational situation. Student agency can be manifested in the choice of learning environment, subject matter, approach, and/or pace.	~15min



Accomplished Teaching Series



Discuss: What is the difference between “student voice” and “student agency”? What might student agency look like, sound like, and feel like in your classroom?	
Share and discuss strategies from each member's classroom that helps foster student ownership of learning, through things such as students setting high expectations for their own learning , student choice, etc.	Each member should share their strategy and experience with it in their own classroom ~15 minutes
Read and review Student Agency Standards for your content area and developmental level. Modified 4As One thing you aspire to do; and one thing you might argue	~15 min
In small groups look at the AAT. How might you “rewrite” some of the steps to honor student agency? Share Out creating a Whole Group poster	~10 min
Reflection: How might this impact your planning or classroom this week?	~5 min

Source(s): Knewton <https://www.knewton.com/resources/blog/ed-tech-101/student-agency/>

Connections and Extensions: NA

Activity documented by: Lori Beza, NBCT and Diane Allegro, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 6: Assessments to Identify Gaps

Brief Description: Participants will discuss uses of formative assessments to identify gaps and make adjustment that provide various access points for students.

“...accomplished teachers, design[ing] standards and invent[ing] forms of assessment that had never existed before.”

What Teachers Should Know and Be Able to Do, pg. 3

Protocols Included: [Reflection and Analysis](#), [data driven dialogue protocol](#)

Outcome-based objectives and assessments:

Objectives
Know different types of formative assessment strategies and how they affect student learning.
Develop strategies that will help to improve questioning skills that enable teachers to make timely instructional adjustments based on student responses.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

<p>Markers, Chart Paper</p> <p>Before PLC:</p> <ul style="list-style-type: none"> Click on the link to find 56 Different ways to gather evidence of student learning https://docs.google.com/presentation/d/1nzhndnyMQmio5INT75ITB45rHyLISHEEHZiHTWJRqLmQ/pub?start=false&loop=false&delayms=3000&slide=id.g5820f2d6_5_12 <p>In PLC:</p> <ul style="list-style-type: none"> What 2 strategies from the reading are new to you and you find interesting ? What 2 strategies from the reading have you tried in the past and were successful? How is evidence of learning demonstrated in the video?

Process:

Steps and Time	Notes, suggestions, materials, etc.
Depending on the group size, discuss with an elbow partner or the whole group the 2 strategies you have tried in the past	Chart strategies that worked



Accomplished Teaching Series



<p>and their outcomes. Answer the question, would you use this strategy again and why? (15 minutes)</p>	
<p>Depending on the group size, discuss with an elbow partner or the whole group the 2 strategies you found interesting and would like to try with your students. (15 minutes)</p>	<p>Chart strategies that the group will try</p>
<p>Develop criteria to assess the effectiveness of the strategies and plan on reporting data to team at next (or other future) PLC meeting. (15 minutes)</p>	<p>Chart criteria</p>
<p>Watch an ATLAS video (HS Math: Using Real-World Problems to Explore Y-Values and Slope) to explore the formative assessment <i>Chalkboard Splash</i>. (6min) Answer the question - How is evidence of learning demonstrated in the video? (5 minutes)</p>	<p>https://atlas.nbpts.org/cases/111/ Watch 0:00 to 05:30 More if you want</p> <p>This case shows a teacher leading the class in solving a real-world calculus problem by guiding students to place events from a real-world context on a distance vs. time graph and engaging them in an active discussion about their answers.</p>
<p>Reflection: What is the effectiveness of strategies implemented using the data driven dialogue protocol? (4 min)</p>	

Source(s): National School Reform Faculty

Connections and Extensions: NA

Activity documented by: Diane Allegro and Lori Beza, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice *Accomplished Teaching Series-Learning Environment~Lesson 2*

Core 1: Topic 7: Building Community, Collaboration, and Equity

Title: Brief Description: Educators will discuss strategies for building community by using the distinctive traits and talents of individuals and establish a culture of collaboration to meet individual student needs.

Accomplished teachers further understand that student learning is influenced by personality—whether a student is shy or outgoing, impulsive or reflective, stubborn or eager to please. For example, a shy student might not perform well on an oral presentation. Similarly, an impulsive student who fills in answers hastily may receive standardized test results that do not truly reflect his or her knowledge. Teachers take personality traits such as those into consideration when interacting with students, planning for instruction, and interpreting assessments. That kind of specific understanding is critical, for teachers use it constantly to tailor instruction for the individuals within their classrooms.

What Teachers Know and are Able to Do, pg. 13

Protocols Included: Brainstorming

Outcome-based objectives:

Objectives
<i>Teachers will know how their personality type and the description of their personality type. Teachers will understand communication and learning styles for their personality type and that of the others in their group.</i>
<i>Develop strategies to identify ways to determine student personality types.</i>
<i>Utilize student personality traits to develop strategies to engage students when interacting with them.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Discussion Questions and Materials:

Take the free personality test based on Carl Jung’s and Isabel Briggs Myers’ personality type theory. http://www.humanmetrics.com/cgi-win/jtypes2.asp and record your results.
<i>How do the results of your personality traits relate to your own learning styles. What does this reveal about you? How can you relate this to your students personality traits and their learning styles? How does your classroom reflect equity?; What will you do to ensure equity in your classroom?</i>



Accomplished Teaching Series



<p>Complete your own personality test (allow 5 minutes) and share the results with group (encourage participants to answer quickly)</p> <p>Q. How might your personality traits impact your student interactions, instructions and assessment?</p> <p>Q. What characteristics do you think enhance your teaching?</p>	<p>Create an individual personal goals statement. Share with the group if you want.</p> <p>~15 minutes</p>
<p>Read the article and look at the student survey examples http://www.educationworld.com/a_curr/back-to-school-student-survey-questionnaire.shtml</p> <p>Explore these questions or find another survey to collect information from students that will enable you to learn about their personality traits.</p> <p>Share out and determine what method would best suit your needs.</p> <p>~15 minutes</p>	<p>Use the links below for potential student survey Questions or find your own.</p> <p>http://nobaproject.com/modules/personality-assessment</p> <p>For children 7-12 years old</p> <p>http://www.personalitypage.com/cgi-local/build_pqk.cgi</p>
<p>Read and discuss edutopia article (pdf), Turning Classes into Communities.</p> <p>How does this article connect with your NB Learning Environment standards (previous conversation)?</p> <p>~10 min</p>	<p>https://www.edutopia.org/bl/turning-classes-into-communities-joshua-block</p>
<p>Discuss: What opportunities to expand equity might exist after your student personalities are revealed?</p>	<p>~10 minutes</p>
<p>Reflection and Discussion: How might you use what you learn about your students personalities from the survey and how may this impact your learning environment, creating community, and opportunities of equity. ~10 min</p>	

Source(s): Watson, D. (2017). *Personality assessment*. In R. Biswas-Diener & E. Diener (Eds), *Noba textbook series: Psychology*. Champaign, IL: DEF publishers. DOI:nobaproject.com

Activity documented by: Diane Allegro, NBCT and Lori Beza, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series 2: Lesson 7*

Core 1: Topic 8: Knowledge of Students: Informing Instructional Decisions

Brief Description: Participants will discuss how to make instructional decisions based on observations of students while working on various tasks.

Accomplished teachers gain knowledge about their students by studying them carefully and seeking additional information from various sources. They learn from experience by listening to students, watching them interact with peers, observing them work in different contexts, reading their thoughts and reflections, and otherwise examining their actions and behavior in the learning environment. They use this knowledge to inform their pedagogical decisions and to analyze assessment data.

What Teachers Should Know and Be Able to Do, pg. 14

Protocols Included: A-B-C Text Protocol

Outcome-based objectives:

Objectives
Identify student behaviors based on observations during a lesson
Develop strategies to change instruction based on these observations

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

<p>Markers, Chart Paper, Post-it-Notes</p> <p>During PLC:</p> <ul style="list-style-type: none"> • Golden Rules for Engaging Students • Architecture of Accomplished Teaching • How will this change your instructional decisions? • What strategies will you put in place to engage your students
--

Process:

Steps and Time	Notes, materials, etc.
Based on the article, Golden Rules for Engaging Students, discuss with an elbow partner: What surprised you in this article? One thing you agreed with. One thing you are unsure of. (15 min)	Agree-Build Upon-Challenge Protocol



Accomplished Teaching Series



<p>View the Atlas video Analyzing "The Old Guitarist" by Pablo Picasso https://atlas.nbpts.org/cases/87/</p> <p>Review the video from 3:15 to 7:00 minutes (4 min)</p> <p>Determine what strategies is this teacher using to engage students? Thinking about the first 4 steps of the AAT, what evidence is there that the teacher is thinking through that process?</p> <p>(Watch twice if needed)</p> <p>Record responses on post-it-notes and share with a partner (5 min) Pair/Square; Share and discuss as a group. (8 min)</p>	<p>ATLAS clip</p> <p>Link to the AAT</p>
<p>Brainstorm effective strategies for engaging students.</p>	<p>Chart strategies (10 min)</p>
<p>Group discussion: Discuss challenges faced engaging students. How might the strategies discussed be used to engage student learning?</p>	

Source(s): Atlas video

Activity documented by: Diane Allegro, NBCT and Lori Beza, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice *Accomplished Teaching Series-Learning Environment~Lesson 3*

Core 1: Topic 9: Advancing Student Success through Relationships

Brief Description: Participants will discuss how to build meaningful relationships with students to advance their understanding and experience success.

Accomplished teachers know that ongoing achievement depends on their conviction in the value and dignity of all human beings as well as the potential that exists within each child. They therefore remain attentive to human variability, its influence on learning, and the interconnectedness of people in different contexts. Accomplished teachers become acquainted with students across social and educational settings, not simply within their own learning environments.

What Teachers Should Know and Be Able to Do, pg. 12

Protocols Included: 4 Corners

Outcome-based objectives:

Objectives
Know students interests outside of the classroom setting
Develop strategies to assist students in their learning and improve the outcomes.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

Think about a lesson you used that was enhanced by your knowledge of a student beyond the classroom.

- How do you get to know your students beyond their school lives?
- What more can you do to develop a broader knowledge of your students?

Process:

Steps and Time	Notes, materials, etc.
4 corners with the 3 Rs Rigor, relevance and relationships Which is the most important to advance student learning	~10 min
Rita Pierson TedTalk	

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion	~5 min
Each member shares an idea they use to get to know their students outside of the classroom.	Chart the results. ~15 min
Read The Evolution of Steve Kerr Discuss: How is Kerr's knowledge of players evidenced? How does it impact their environment?	
Select one lesson where you used your knowledge of students from outside of the classroom to inform your planning. What were the results?	Share the lesson with the group or begin to think about one you might develop. ~15 min
Small group Discuss: Looking at the AAT, what message does NB send by the placement of KOS in the Architecture? Where else does the KOS appear in the AAT? How are they linked?	~10 min
What might be a strategy that you have tried and was successful? What might be a strategy you have not used yet that you would like to try? ~5 min	

Source(s): ATLAS video; Education World article

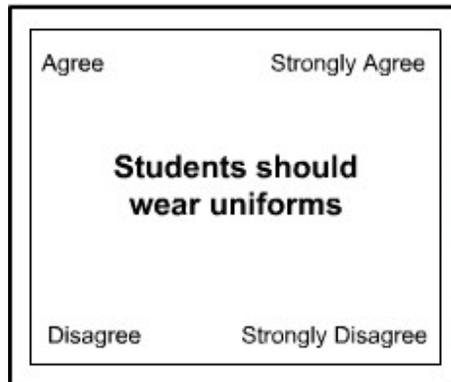
Connections and Extensions: N/A

Activity documented by: Diane Allegro, NBCT and Lori Beza, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT

Four Corners

Overview

The Four Corners strategy is an approach that asks students to make a decision about a problem or question. Each of the four corners of the classroom is labelled with a different response (strongly agree, agree, disagree, strongly disagree). Students move to the corner that best aligns with their thinking. They share their ideas with others in their corner and then come to consensus. One member of each group shares the result of the discussions with the whole class.



Steps

1. Present a statement, issue, or question.
2. Provide four different responses (strongly agree, agree, disagree, strongly disagree), and place one response in each corner of the classroom.
3. Give students at least 10 seconds to think on their own ("think time").
4. Ask students to choose the corner with the response that best represents their point of view.
5. Ask students to pair with a classmate in their corner and share the reasons behind their decision.
6. Ask each group to come to consensus and select one person to share the group's reasoning and decision with the whole class.

Hints and Management Ideas

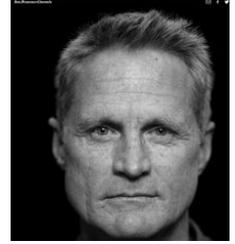
- Inform students that they should be prepared to share their own responses or their partner's responses if asked.
- Give "think time" (at least 10 seconds) in order to encourage independent thinking and prevent students from simply going to the same corner as a friend.
- Make sure that students get into groups of no more than two or three. This will make students more accountable for their reasoning and give them time to talk.
- Monitor the discussions so that common confusions can be addressed with the whole group and unique ideas shared.

Benefits of Four Corners

- When students have appropriate "think time", the quality of their responses improves.
- Students stay on track because they are accountable for sharing with the rest of the class.
- More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- Many students find it safer or easier to enter into a discussion with a classmate, rather than with a large group.
- It is important for students to learn that, by listening to different points of view, they can build on the ideas of others.

For more detailed information, refer to Bennett, B. and C. Rolheiser. *Beyond Monet: The Artful Science of Instructional Integration*. Toronto, Ontario: Bookation, 2001.

The Evolution of Steve Kerr: Warriors coach ready for his toughest playoff run yet after an uncommonly turbulent regular season [By Ron Kroychick](#) SF Chronicle, 4/14/18



Three-plus years ago, when Steve Kerr was a rookie head coach, he pointed out a Stephen Curry mistake in front of his teammates during video review (good idea). Kerr also yelled at Klay Thompson during one game (bad idea).

Mostly, though, Kerr spent his inaugural season sparring — loudly, repeatedly and enjoyably — with Draymond Green.

Fast forward to April 2018, and these lessons serve Kerr well as he guides the Warriors into the playoffs after an uncommonly turbulent regular season. They lost 10 of their last 17 games, finished with fewer wins (58) than in each of Kerr's first three seasons and for the first time in his tenure will try to reach the NBA Finals without the No. 1 seed in the West. They're No. 2, behind Houston, after a season notable for occasional complacency and an avalanche of injuries.

Kerr's challenge will extend into the opening round against San Antonio, starting Saturday, with Curry sidelined as he recovers from a sprained MCL in his left knee.

But Kerr's evolution as a head coach — what he's learned, how he's adapted — stretches deeper than playoff seeding and strategic maneuvering. He inherited an uber-skilled, distinctive mix of personalities in the summer of 2014, from Curry (easygoing) to Thompson (reserved) to Green (combustible).

So the most striking contrast between Season 1 and Season 4, in many ways, is Kerr's wide-ranging connections with each player. Five of them — Curry, Thompson, Green, Andre Iguodala and Shaun Livingston — have been with the Warriors all four years.

"Draymond and I got into it all the time that whole first year," Kerr said in an extended interview with The Chronicle. "And it was awesome! We'd yell at each other, and he told me it reminded him of (Michigan State coach) Tom Izzo.

"It just seemed so natural, because it was this new relationship where I was figuring out each guy. I yelled

at Klay one day and quickly realized that's not the way to deal with Klay. He shut down a little bit.

"With each guy you learn what they need to get the best out of them. It was yelling with Draymond and with Klay it was don't be emotional, pull him aside and tell him something. With Steph, it was saying anything you want in front of the team when he makes a mistake on film. He can handle it, and that was really powerful for the group."

This season, Kerr suspected Warriors players were growing weary of his voice at times. That's why he empowers them to speak up — namely, Green and Iguodala — and why he let players coach themselves during a lopsided victory over Phoenix on Feb. 12.

Green suggested Kerr's flexibility in dealing with disparate personalities is one big reason for Golden State's staggering four-year run. Kerr is 265-63, giving him more regular-season wins than any head coach in NBA history over his first four years. Phil Jackson is next at 240.

"That's the part that makes a coach a legend or gets him fired in two years, figuring out how to coach different guys," Green said. "Every guy isn't the same. ...

"I think we yelled at each other so much (at first) because we didn't realize how much we're alike. The more you're like someone, the more you butt heads. Then once you realize how much you're alike, you kind of have the best relationship."

Kerr started this season determined to pace his team, knowing several players were physically and mentally fatigued from three consecutive long postseason journeys. Rest was a high priority, even before all the injuries.

Then, in the end, Kerr found himself scrambling. He used 27 starting lineups, juggling and experimenting given the absences of all four All-Stars at various times.

The Warriors used eight, 12 and 14 starting lineups in Kerr's first three seasons.

He resisted the temptation to snap — his thoughtful nature belies a serious temper, as you might have deduced — when the Warriors started sluggishly (4-3). And he remained calm when they struggled to stay engaged in late January and early February, as the All-Star break approached.

He did unleash an unusually harsh critique of his players after a desultory loss April 5 against Indiana, calling their performance “pathetic” and saying it’s tough to win an NBA game “if you don’t put forth any effort at all.” Even so, Kerr and his staff mostly sought other ways to spark a team muddling along after two championships in three years.

“Instead of snapping, let’s really take a look at some film,” Kerr said of his approach during the midseason rut. “Let’s be stern but not angry, analytical but not emotional.”

This is not his first instinct, as Kerr acknowledged and as he showed last week. He learned from mentors Jackson and Gregg Popovich the importance of striking a balance between respect and intensity in interactions with his team.

“The players need to see my competitive spirit,” Kerr said. “If that means yelling at them, great, but I’m not going to insult them personally. I’m going to yell at them for not boxing out. This is, ‘Hey, we’re trying to f—ing win! This is what we need! Let’s go!’”

Kerr clearly made his point. Despite the focus and injury issues this season, the Warriors usually responded. They won seven consecutive games after that pedestrian start, and they also won seven straight after a rejuvenating All-Star break.

Most of the time, Kerr set the right tone. Assistant coach Mike Brown, who has 347 victories as an NBA head coach and went 11-0 pinch-hitting for Kerr during last year’s playoffs (when Kerr was sidelined with health issues), marveled at his boss’ gift for “messaging.”

That’s no small feat given how much time coaches and players spend together over a long, arduous season. Kerr has learned to keep his pregame speeches succinct, without a trace of Knute Rockne.

“Steve understands the reality: one voice all the time gets tiring to the players, so he always uses an economy of words,” assistant coach Ron Adams said.

Warriors players listened to Brown’s voice during those 11 playoff games last year, and Luke Walton’s during his 43 games as interim coach to start the 2015-16 season. Kerr took a break both times to deal with complications in the wake of two back surgeries in the summer of ’15.

Now, on the brink of the playoffs, Kerr has a chance to make it through an entire season for the first time since the surgeries.

“I feel good,” he said. “I’m not 100 percent. I still have pain, but I’ve learned to manage it better. ... I’m still hopeful my life might return to pain-free, but I’m doing fine.”

He’s doing well enough to savor his relationship with Green. They still scream at each other every now and then, but they’ve come a long way since their first season together.

Kerr routinely seeks Green’s advice (and Iguodala’s) on how to structure practice schedules, or when to give the players a day off. Kerr sometimes texts Green to suggest they talk, simply because it’s been a while.

This might be the biggest lesson of Kerr’s first four seasons as an NBA head coach: Stay connected to your players.

“I mostly just listen now,” Green said, smiling. “If I think something different, I’ll go to Steve and say it as opposed to letting it build up. I’ll say, ‘This is bothering me.’ ... It’s a partnership working together to try to better this team.”

Or, as Kerr said, “There’s less confrontation and more collaboration. But we understand that each one of us has the potential to snap at any moment (chuckling), which we respect in each other. We need Draymond’s edge, his fire.”

Another lesson of these past four seasons: Kerr’s edge and fire help, too.



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 10: Differentiated Instruction

Title: Participants will discuss developing an array of strategies for sharing differences, identifying similarities, and embracing diversity with the learning environment.

Accomplished teachers recognize that, in a multicultural world, students possess a wide range of abilities and aptitudes that might be valued differently by families, local communities, and schools. However, people share important similarities as well, regardless of their social affiliation or cultural background. Those similarities and differences are always shifting. Teachers must become attuned to their students’ individual situations and changing circumstances. By doing so, accomplished teachers can develop an array of strategies for sharing differences, identifying similarities, and embracing diversity within the learning environment. Those strategies provide educational experiences that capitalize on classroom diversity by connecting students with various cultural experiences while broadening their perspectives on learning and thinking.

What Teachers Should Know and Be Able to Do, pg. 15

Protocols Included:

Outcome-based objectives:

Objectives:

Validate the effectiveness of the differentiated strategies currently being used

Develop new differentiated strategies to test and implement based on effectiveness

Length/Timing: 60 minute total

First 30 minute segment

Second 30 minute segment

Discussion Questions and Materials:

Review [18 Teacher-Tested Strategies for Differentiated Instruction](#)

What am I doing now to differentiate instruction within my classroom learning environment?

- What do I want to try to improve differentiated instruction?

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
	Create a T Chart with Challenges and Strategies



Accomplished Teaching Series



<p>Quick write: What do you find the most challenging about meeting students' individual needs? (5 min)</p>	<p>Chart the Challenges</p>
<p>Looking at the Challenges, share at least one differentiation strategy or more that are currently working in your classroom. (15 min)</p>	<p>Chart the strategies</p>
<p>What strategies would you like to try with your students? How will you measure the effectiveness of these strategies? (10 min)</p>	<p>Chart the strategies and measurements</p>
<p>Atlas Video: https://atlas.nbpts.org/cases/238/ Time: 0 - 4:00 Answer the following questions while viewing the video and share your observations with the whole group or partner depending on the size.</p> <ol style="list-style-type: none"> 1. What did you see? 2. What did you hear? 3. What are your realizations? 4. What are your wonderings? <p>Share with a partner and then watch a second time. Share out as a group. (15 min)</p>	<p>Using Discourse to Support Students' Understanding of Multiplying Fractions This case shows a teacher leading a discussion to support mathematical understanding, thinking, and reasoning, by engaging students to think deeply, make sense of information, and communicate effectively about fractional equivalents and the multiplication of fractions.</p>
<p>Discuss the new differentiated strategies you used with your students and the results. What strategie are you going to add to your toolbox. Select your top three. (15 min)</p>	<p>Chart the top three strategies from each member.</p>

Source(s): ATLAS video; [18 Teacher-Tested Strategies for Differentiated Instruction](#)

Connections and Extensions: N/A

Activity documented by: Diane Allegro and Lori Beza, NBCTs

For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.

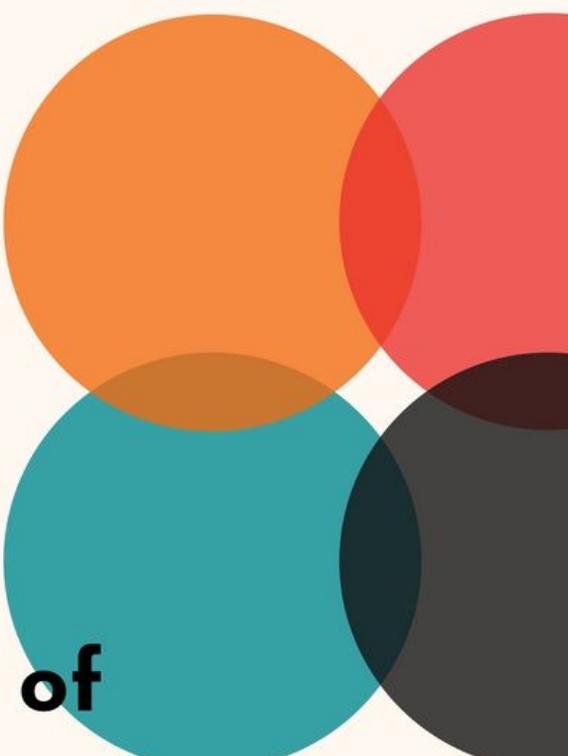
There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

National Board Professional Teaching Standards

STANDARDS STUDY

Knowledge of Students

www.boardcertifiedteachers.org



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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard II: Knowledge of Students as Learners	
OVERVIEW: Accomplished art teachers demonstrate an understanding of the development of children in relationship to their art learning.	
<p>Accomplished teachers recognize that the uninhibited joy of young children engaged in processes is fertile ground for developing lifelong interests in art. In order to help students develop to their fullest potential, teachers constantly work to understand what students know, how they think, what they value, who they are, where they come from, and what motivates them. In order to gain these understandings, teachers observe and listen to students as they work, learn, and play in a variety of settings. As their knowledge of students increases, teachers use it to determine the direction, approach, and content of their teaching. Learning more about their students enables them to design instruction to motivate students and meet their individual needs.</p>	
<p>A comprehensive knowledge of child development is an essential prerequisite for making good choices about what art experiences and materials to provide for students. Throughout the school day, teachers are guided by what they know about human development, their observations of students, and their belief that all students can appreciate, understand, and create art. They recognize that the goals of art education are most readily achieved when their teaching is attentive and responsive to student development, and they can articulate how these goals can be addressed in ways that are attuned to students’ developmental needs. (See Standard I—Goals of Art Education.)</p>	
<p>Teachers Understand the Multidimensional Development of Children</p>	
<p>Teachers’ understanding of students is informed by an appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early and middle childhood. Although various stages of development have been researched and documented, accomplished teachers know that these steps merely serve as guidelines or approximations of the range of normal student progress. Although growth is continuous in the absence of exceptionalities, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of children are reflections of total growth based on the interrelationships of the various sensory domains. They know that students will not progress artistically until they are ready cognitively; artistic and intellectual growth occur in tandem. Accomplished teachers understand the integrated nature of artistic development, which involves language, movement, and graphic representation. They know that children use a diverse range of visual images in their own art as they begin to inquire artistically and construct meaning symbolically. Moreover, teachers can interpret these images in terms of their symbolic significance and what they reveal about the development of the student artist.</p>	

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Accomplished teachers know that artistic growth is much more than a sequence of defined steps or stages. They understand that as children mature biologically, the social and cultural contexts in which they develop affect all aspects of their learning. Accomplished teachers know that at any given time or within a specific stage of development, student works may include a range of images that are products of particular times, places, and purposes for which the art was generated. As processes of learning evolve, students use prior knowledge, skills, and experiences to develop various repertoires for artistic growth. Accomplished teachers design rich learning experiences that ensure that students can expand their repertoires of learning strategies, discover and master new ways to construct meaning, seek deeper understanding of concepts, discover new knowledge, and solve visual arts problems. Teachers clearly understand that even very young children can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that young children can sometimes express themselves more clearly through their artwork than they can through written and spoken language or other means. Teachers encourage both mastery and discovery learning, emphasizing the transfer and application of knowledge, concepts, and skills so that students develop new strategies for uncovering multilayered meanings inherent in the study of works of art.

To maximize opportunities to learn, it is particularly important for accomplished art teachers to know the differences between the general characteristics of early childhood and middle childhood. Phenomenal growth occurs between the ages of three and 12; students gradually move from the egocentric, dependent years of early childhood to the social realm of adolescence. Accomplished teachers recognize the full range of child development and address the unique needs of students as individuals. Whether a teacher works in a large district with children at a single level or in a small school where one teacher is responsible for art instruction for several grades, knowledge of child development is a critical factor in accomplished teaching. Teachers understand artistic development and know that children progress in different ways and at different rates. They know that there is not one single path of artistic growth but many. (See Standard III—Equity and Diversity.) They build on the uniqueness of student creativity, honor different ways of knowing, and encourage learning through inquiry. Accomplished art teachers work hard to engage their students through topics and issues that are relevant and interesting. They use involvement in meaningful art experiences to help students understand themselves during their transition from childhood to adolescence.

Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and fine and gross motor skills. They use this information to guide their teaching. Teachers know that gifted students might develop more rapidly than others and that students with other exceptionalities may progress more slowly or stop at a particular level, depending on the nature of their exceptionalities. Although stages of development are generalized, teachers recognize that when a child's artwork differs significantly from the norm, there may be indications of learning or developmental exceptionalities, ranging from

<p>giftedness to various limitations. Teachers seek appropriate diagnostic services to determine if additional support is necessary for such children.</p> <p>Teachers adapt their teaching techniques to fit the developing motor skills of young children. They know that the physical size or age of a child may or may not be related to the child’s development in other areas. The way young children relate to their own bodies and to the space around them changes as they grow; teachers recognize that these perceptions affect children’s use of materials and can affect the way children respond to certain tasks. Teachers recognize gender differences in the rate of development of fine motor skills and know how these differences might affect the results of working with different materials and processes. (See Standard V—Curriculum and Instruction.)</p> <p>Accomplished teachers understand that children construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, teachers work hard to build on childhood experiences to develop learning in art. They know about the importance of early learning experiences in overall cognitive development and about the important role of play in helping children to learn. Teachers know that art is one of the principal forms of communication and an important part of the way children begin to understand who they are and what their place in the world will be. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. Teachers understand that it is important for a child’s world to be the subject matter of art. As students mature and their analytic and abstract thinking abilities develop, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Teachers understand that even the youngest students have the capacity for analysis and evaluation of the artwork they experience and create on a daily basis. Students are the central concern in the practice of accomplished teachers.</p> <p>Teachers Observe Students Insightfully</p> <p>Accomplished teachers are keen observers of children as they play and create art; teachers draw inferences from student behavior and dialogue during learning. They listen willingly and actively in whatever setting students express themselves—whether a formal classroom discussion, an individual conference, or an informal gathering. They understand the literal meaning of what they are watching and listening to and also recognize that children use play metaphorically to act out a range of emotions and ideas as they learn. Teachers are aware of the social dynamics in the classroom and as they observe might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of playful, exploratory learning. (See Standard VII—Learning Environments.) Teachers’ interventions might extend an art concept from a previous lesson, facilitate the social development of a member of the group, or solve a problem.</p>	
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<p>Teachers know that changes in a child’s tone of voice, enthusiasm, demeanor, or schoolwork might signal the start of a significant developmental breakthrough or a problem needing attention. In either case, teachers respond to changes by providing each student greater opportunity to learn important art concepts and ideas and thus find success, enjoyment, and a growing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about children and to inform the design of art learning experiences.</p> <p>Teachers recognize that children’s inquisitiveness, energy, and sense of fair play are assets in life and learning. Similarly, they understand how developmental characteristics such as the independence and insecurities of older students enhance the art learning community. Whereas they acknowledge and make use of student differences, teachers also seek to capitalize on similarities that can serve as a common bond for young people. Knowing that students share an interest in popular culture, fashion, and movies or television, teachers use these interests as catalysts for both learning and classroom cohesion.</p> <p>Teachers are aware that not all young students learn in the same way during early and middle childhood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some children thrive when provided hands-on involvement with materials. Some prefer to write or talk about art independently rather than in small or large groups. Some thrive when visual cues abound. Some are stimulated by the potential of technological resources. The practice of accomplished teachers encompasses a variety of methods and approaches for fostering achievement in all students and expanding student repertoires of learning techniques. Teachers look for ways to enhance student learning through resources available in the neighborhood and community and with the help of business partners. (See Standard VI—Instructional Resources and Technology and Standard V— Curriculum and Instruction.)</p> <p>Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people, cultures, and ideas. (See Standard III—Equity and Diversity.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard VIII—Collaboration with Families, Schools and Communities.)</p>	
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Teachers use the information they gather—including their identification of students with high ability levels or educational, mental, or physical exceptionalities— to ensure that they meet the needs of all students equitably and that all students have access to a rich and rigorous curriculum. In order to meet the needs of all the students in their classrooms, teachers modify their curriculum and instruction when necessary. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.) Their practice encompasses a range of techniques and approaches that foster learning in students, that reflect the high expectations they have for all students, and that recognize that each student benefits when challenged to pursue important ideas from different perspectives.

Teachers Consider the Special Needs of Students

Teachers are attuned to the special characteristics of individual students; these include exceptionalities such as learning disabilities, giftedness, and cognitive, social, emotional, linguistic, or physical needs. The basic stance of accomplished teachers is one of acceptance and support of their students. They recognize that art has the unique quality of being an endeavor in which all children can enjoy success. Teachers are particularly aware that art often holds a special attraction for students who are identified as having a range of special needs, abilities, or challenges. They know that art taps into the excitement and enthusiasm of most students, including those who may initially experience some trepidation when they begin new art experiences. For some, the therapeutic qualities inherent in making art can be particularly valuable in remediating specific conditions. Teachers understand the special challenges faced by students who, for various reasons, have not developed language or the ability to talk, read, or produce images. They know that the universal language of art can speak to students across all languages and cultures. They understand the many ways that art has recorded and continues to record universally shared experiences of children and adults in various contexts.

Accomplished art teachers carefully select and use appropriate instructional resources, including specialized equipment. They modify the physical layout of the learning environment as needed and make helpful accommodations, for example, designing special desks for students who use wheelchairs. Teachers modify media and processes as necessary, for instance, enabling blind students to demonstrate their knowledge and skills and build on their heightened sense of touch by working with a medium such as clay. Teachers might facilitate the achievement of students who have difficulty writing by audio-taping or videotaping their responses. Accomplished teachers investigate the many ways assistive technology can be used for students with disabilities so that they can participate meaningfully and attain higher degrees of independence and achievement.

Teachers use the inclusion of students with disabilities as learning experiences for other students, making connections to the diverse and creative ways artists throughout history have overcome countless challenges by discovering alternative strategies for manipulating tools and materials to express themselves and

<p>communicate meaning. Teachers emphasize that all individuals have particular strengths and weaknesses. They adeptly accommodate and involve students with disabilities and advocate for them within and beyond the school setting.</p> <p>Teachers comply fully with state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into student abilities and ways to facilitate learning, teachers seek opportunities to team with them to address the needs of students with disabilities and to ensure that all students achieve success in their art education goals and objectives.</p> <p>Teachers teach to the strengths of each student, building on individual accomplishments as a foundation for further progress. They create learning environments in which the creativity of each student—regardless of skill level—is encouraged and taken seriously and in which the identity of each student as a learner is valued and supported. (See Standard VII—Learning Environments.) Teachers understand that success is a great motivator. They adapt their techniques and strategies to accommodate students whose ways of learning might be different from those of their peers or the teacher. (See Standard V—Curriculum and Instruction.) They offer options to ensure equal opportunities for students with diverse learning styles. They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the outcomes desired by capitalizing on individual interests, competencies, and ability levels.</p> <p>Teachers Respond Effectively to Students Who Have Come to English as a New Language (ENL)</p> <p>Accomplished teachers know that the acquisition of language skills is an essential part of human development. They know that early-childhood students are in transition from using the language of the home to using the more formal language of society. They help children understand that language is a powerful tool that allows people to understand the world and express their views and questions about it and to communicate with other people. Dialogue among and between children about works of art and art-making processes is treated as an especially important means of promoting understanding. By observing how students use language, accomplished teachers can determine how they approach problems, their modes of understanding, and their stages of conceptual development.</p> <p>Many art education programs include children for whom English is a new language (ENL students). Teachers are aware of the benefits and special challenges of helping children develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in the home language of children while advancing the children’s ability to communicate in English. Teachers also move children toward an understanding of the role of standard English in future academic and economic success. In pursuing these objectives with all students, teachers model the use of standard English in their own speaking and writing, where appropriate.</p>	
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<p>Teachers regard students whose native language is other than English as assets and resources for the entire learning community. The whole class can consult and benefit from these students in ways directly and indirectly related to the study of art. In working with students for whom English is a new language, as with all students, teachers focus on using oral, written, and visual language as tools for making and exchanging meaning. They capitalize on the ability of some students to express themselves more clearly through artwork than through written and oral language. They provide and promote conversational assistance, supplying students, when asked, with appropriate English words that are related to what the students have just experienced or are trying to express. They use clear enunciation and accompany explanations, whenever possible, with real objects, pictures, or other visual cues. On a regular basis, they check to make sure that students for whom English is a new language understand what is going on in the classroom. The cultural aspects of works of art provide powerful links to the lives of ENL students and are also excellent visual tools for illustrating and teaching standard English. Labeling tools and materials, displaying art vocabulary, illustrating concepts with art and other visual images, offering peer tutoring, cueing and coaching, and talking through demonstrations are useful strategies for assisting students for whom English is a new language. (See Standard V—Curriculum and Instruction.)</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD II: Knowledge of Students As Learners	
OVERVIEW: Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.	
<p>Accomplished teachers recognize that the excitement of students engaged in creative processes is fertile ground for developing lifelong interests in art. In order to help students develop to their fullest potential, teachers constantly work to understand what students know, how they think, what they value, who they are, where they come from, and what motivates them. To gain these understandings, teachers observe and listen to students as they work, learn, and interact in a variety of settings. As their knowledge of students increases, teachers use it to determine the direction, approach, and content of their teaching. Learning more about their students enables them to design instruction to motivate students and meet their individual needs.</p> <p>A comprehensive knowledge of human development and the psychological principles of learning and how they apply to visual arts education are essential prerequisites for making good choices about what art experiences and materials to provide for students. Throughout the school day, teachers are guided by what they know about human development; their observations of students; and their belief that all students can experience, understand, and create art. They recognize that the goals of art education are most readily achieved when their teaching is attentive and responsive to student development, and they can articulate how to address these goals in ways that are attuned to the developmental needs of students. (See Standard I—Goals of Art Education.)</p> <p>Class size and teaching load directly affect the depth of knowledge teachers can acquire about students. Still, accomplished teachers make finding out about their students as individual learners a priority and are resourceful in doing so. Teachers complement their knowledge of individual students with a broad perspective—gained through experience and knowledge of research—on artistic development. They know that they must expect and accommodate variations in the maturity levels and life experiences of students within the same classroom. They use their accumulated knowledge about and experience with adolescents and young adults to interpret the behaviors of their students.</p> <p>Teachers know that aspects of popular culture, such as television, movies, music, sports, slang, and advertising, have strong effects on students’ aesthetics and art making. They take these cultural influences into account in the day-to-day interactions in the classroom. At the same time, these teachers do not attempt to relate to</p>	

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<p>adolescents as their peers but rather as accessible, caring adults with vitally important knowledge to share and as agents to encourage and facilitate students’ individual creative problem solving. Accomplished teachers constantly encourage students to make connections between their experiences of the world and explorations of visual art from a global perspective.</p> <p>Teachers Understand the Development of Early Adolescents</p> <p>Accomplished art teachers understand that early adolescence is a period of extremely rapid change—intellectual, physical, social, and emotional. They know that puberty is the only time in life, following birth, in which the rate of growth accelerates, typically in uneven bursts that tend to exaggerate differences among classmates. As a result, the range of physical stature, energy level, emotional control, and orientation to learning that exists within a group of adolescents can be enormous.</p> <p>Teachers understand that adolescents are in the midst of a social transition every bit as sweeping as the physical ones they undergo. Teachers know that young adolescents are vacillating between a yearning for the privileges of adult independence and a reluctance to leave the shelter of childhood. They have begun to shift from family-centered identification to a shared allegiance with the peer group. Few students of this age are truly self-assured, although they may strive to act the part. Typically, they are quite self-conscious, highly influenced by peer group opinions and a desire to fit in with the perceived social norms, and vulnerable to emotional hurt. As they search for answers to such age-old questions as “Who am I?” and “Where do I fit in the world?” young adolescents can be studies in contrast—supremely confident one moment, full of doubt the next; focused on their learning in the morning, irresponsible by afternoon; thoughtlessly selfish one instant, guilelessly altruistic the next. If students in the middle grades are seeking a measure of independence, teachers can support them with challenges that require complex thinking and have more open-ended solutions. Students of this age have an abundance of energy that can motivate their art learning when they perceive that the ideas they explore relate directly to their concerns, questions, and goals in life.</p> <p>From an intellectual standpoint, young adolescents become increasingly capable of higher-level thinking. Early adolescence is typically a period of exploration when students are open to new ideas. Young adolescents can have a well-developed sense of humor and may enjoy structured play, including art games. They are beginning to be aware of their own thought processes, think about how they learn, assess the strengths and weaknesses of their problem-solving approaches, and work on improving them. Often their abundance of energy and infectious enthusiasm can propel learning experiences to great heights.</p> <p>Precisely because they are experimenting with new social roles and issues of self-identification, young adolescents are ready to be drawn into discussions of social issues, character, and values—the essence of meaning in many works of art. Accomplished teachers understand the importance of keeping positive role models</p>	
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<p>before adolescents to expand their sense of enfranchisement in life’s opportunities. Precisely because peer social relationships come first with many young adolescents, they often like and benefit from working in collaborative groups and, when guided, engaging in genuine conversations about works of art and teaching one another about the visual arts.</p> <p>Teachers Understand the Development of Adolescents and Young Adults</p> <p>As the names of these developmental levels imply, adolescents and young adults are on the threshold of attaining adult independence. They have started to think or, at a minimum, feel residual anxiety about what their career and life options might be. In this respect, they are future oriented, although sometimes the goals they set for themselves may be short-term in nature.</p> <p>Emotionally, adolescents and young adults relish a growing sense of personal autonomy and a feeling that they have begun to find answers to the recurring questions that confront humankind. Peer-group influence, which became dominant during early adolescence, remains strong, but has begun to give way to a nonconformist spirit. By the high school years, most teenagers have already been steeped in messages of popular culture through the media. In terms of their understanding of reality, many young adults may have a broad exposure to a tremendous variety of images about the ways of the world; however, they have not yet developed the skills to always make informed decisions in relation to their general well-being.</p> <p>In spite of great variances, accomplished adolescence and young adulthood art teachers recognize some distinct advantages in working with this age group. Students at this stage in their lives are becoming capable of sophisticated adult reasoning—of thinking about works of art, the roles of the visual arts in the world, and other influences on their lives in a critical and probing manner. Furthermore, they have incentives to do so. Students are naturally curious about exploring questions of values, motivation, character, and other deeply resonating themes of great works of art. In approaching the study of challenging works of art, young adults draw upon their experience; because of their maturity, they can look at complex, morally ambiguous questions from several points of view.</p> <p>Accomplished teachers recognize the full range of human development and address the unique needs of students as individuals. Whether a teacher works in a large district with students at a single level or in a small school where one teacher is responsible for art instruction for several grades, knowledge of student development is a critical factor in accomplished teaching. Teachers understand artistic development and know that students progress in different ways and at various rates.</p> <p>They use involvement in meaningful art experiences to help students understand themselves during their transition from adolescence to young adulthood. They know that there is not one single path of artistic growth but many. (See Standard III—Equity</p>	
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<p>and Diversity.) They build on the uniqueness of student creativity, honor different way of knowing, and encourage learning through inquiry. Accomplished art teachers work hard to engage their students through topics and issues that are relevant and interesting. Although they may begin a learning task with images and objects of visual culture and guide students to make connections to antecedents in the worldwide arena of art, accomplished teachers motivate students to communicate their own ideas, moving from a global perspective to an individual one. (See Standard V—Curriculum and Instruction.)</p> <p>Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and technical skills. They use this information to guide their teaching. Teachers know that gifted students might develop more rapidly than others and that students with other exceptionalities may progress more slowly or stop at a particular level, depending on the nature of their exceptionalities. Although stages of development are generalized, teachers recognize that a student’s artwork that differs significantly from the norm may indicate learning or developmental exceptionalities, ranging from giftedness to various challenges. Teachers seek appropriate diagnostic services and use relevant data to inform their practice and to determine whether additional support is necessary for such students. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)</p> <p>Accomplished teachers understand that students construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, they build on prior experiences to develop learning in art. They know about the importance of previous learning experiences in overall cognitive development. Teachers know that art is one of the principal forms of communication and an important part of the way students begin to understand themselves and their places in the world. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. As students mature and their analytic- and abstract-thinking abilities become more sophisticated, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Students are the central concern in the practice of accomplished teachers.</p> <p>Teachers Understand the Multidimensional Development of Students</p> <p>An appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early adolescence through young adulthood informs how teachers understand their students. Although various stages of development have been researched and documented, accomplished teachers know that these steps merely serve as guidelines or approximations of the range of normal student progress. Although growth is continual, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of students are reflections of total growth based on the interrelationships of the various sensory domains. They know that students will not progress artistically until they are ready</p>	
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<p>cognitively; artistic and intellectual growth occur in tandem. Accomplished teachers understand the integrated nature of artistic development, which involves multiple senses. They know that students use a diverse range of visual images in their own artwork as they inquire artistically and construct meaning symbolically. Moreover, teachers can interpret these images in terms of their symbolic significance and what they reveal about the development of the student artist.</p> <p>Accomplished teachers know that artistic growth is much more than a sequence of defined steps or stages. They understand that as students mature biologically, the social and cultural contexts in which they develop affect all aspects of their learning. Accomplished teachers know that at any given time or within a specific stage of development, student works may include a range of images that are products of particular times, places, and purposes for which the art was generated. As processes of learning evolve, students use prior knowledge, skills, and experiences to develop various repertoires for artistic growth. Accomplished teachers design rich learning experiences that ensure that students can expand their repertoires of learning strategies, discover and master new ways to construct meaning, seek deeper understanding of concepts, discover new knowledge, and solve visual arts problems. Teachers clearly understand that students can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that students can sometimes express themselves more articulately through their artwork than they can through written and spoken language or other means. Teachers encourage both mastery and discovery learning, emphasizing the transfer and application of knowledge, concepts, and skills so that students develop new strategies for uncovering multilayered meanings inherent in the study of works of art.</p> <p>The relationship of students to art is also continually under development. For some, their understanding of and interest in art is expanding. They are broadening their understanding of the purposes of art, from focusing only on representational issues to attending to expressive, ideational, and other abstract meanings of art. For other students, social pressures and other academic demands may be barriers to their study of and involvement with art. Teachers are sensitive to this range of student dispositions and adapt their teaching accordingly. One way they attend to student development is by using art as a means to explore issues salient to adolescents. These teachers know that the study and production of art can provide a vehicle for students to address many developmental issues that are not readily or comfortably dealt with through other means.</p> <p>Teachers Understand That Students May Take Different Paths to Understanding and Creating Art</p> <p>Teachers know that learning in art is neither linear nor formulaic. Because students exhibit different patterns of learning, accomplished teachers tailor instruction and facilitate the environment and learning problems to address a diversity of learning styles and competencies in their classrooms. For instance, they may take one course of</p>	
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<p>action for a student who is strongly motivated in art yet has poorly developed skills, but</p> <p>a completely different one for a student who, although more technically proficient, exhibits little willingness to test the boundaries of expression in making art.</p> <p>To address variance in the ways that students perceive information and learn, accomplished teachers take advantage of current theories of teaching and learning to address individual needs. Teachers draw from their knowledge of multiple intelligences, different ways of knowing, habits of mind, learning styles, dimensions of learning, and personality traits to accommodate unique student characteristics. Knowing that ambient factors such as light, temperature, and time of day can strongly affect how well students attend to learning tasks enables accomplished teachers to alter the learning environment appropriately. Designing art experiences that facilitate auditory, visual, tactile, and kinesthetic learning is key to addressing the needs of diverse students. Encouraging the development of effective habits of mind can provide valuable support for students throughout their learning. These mental habits include such things as thinking critically, being open-minded, persevering, pushing the limits of knowledge and abilities, self-regulating through monitoring one’s own thinking, planning well, and responding to feedback.</p> <p>Accomplished teachers know that some adolescents comprehend images, create metaphors, and synthesize and consolidate information, whereas others need structure and sequence as they work to analyze and break down parts of a whole. Students may perceive information abstractly or concretely while processing it actively or reflectively. Accomplished teachers accommodate different ways of knowing by helping students decode symbol systems that extend beyond those of words and numbers to include the languages of visual, performing, and media arts. Differentiating tasks to take account of interpersonal and intrapersonal skills enables teachers to know when individual work is appropriate and when collaboration would work better. A sound understanding of the various ways that students are affected by environmental, emotional, sociological, physical, and psychological factors helps accomplished art teachers as they support students so that they can become strong, capable learners. Accomplished teachers recognize and capitalize on the variety of individual experiences students bring to school, and they help students—regardless of their background or style of learning—see that inspiration for art can be found in people, cultures, and ideas.</p> <p>Teachers Observe Students Insightfully</p> <p>Accomplished teachers are keen observers of students as they interact and work to create art; teachers draw inferences from student behavior and dialogue during learning. They listen willingly and actively in whatever setting students express themselves—whether a formal classroom discussion, an individual conference, or an informal gathering. They understand the literal meaning of what they are watching and listening to and also recognize that students use art to express a range of emotions and</p>	
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ideas as they learn. Teachers are aware of the social dynamics in the classroom. As they observe, teachers might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of exploratory learning (See Standard VIII—Learning Environments.)

Teachers know that changes in a student’s tone of voice, enthusiasm, demeanor, or schoolwork might signal the start of a significant developmental breakthrough or a problem needing attention. In either case, teachers respond to changes by providing each student greater opportunity to learn important art concepts and ideas and thus find success, enjoyment, and an increasing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about students and to inform the design of art learning experiences.

Teachers recognize that inquisitiveness, energy, and a sense of fair play among students are assets in life and in learning. Similarly, they understand how the range of developmental characteristics such as the independence and insecurities of students can inform the art learning community. Although they acknowledge and make use of student differences, teachers also seek to capitalize on similarities that can serve as a common bond for young people. Knowing that students often share an interest in popular culture, fashion, movies, and television, teachers use these interests as catalysts for both learning and classroom cohesion.

Teachers are aware that not all young students learn in the same way during the period from early adolescence through young adulthood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some students thrive when provided hands-on involvement with materials. Some prefer to write or talk about art independently rather than in small or large groups. Some thrive when visual cues abound. Some are stimulated by the potential of technological resources. The practice of accomplished teachers encompasses a variety of methods and approaches for fostering achievement in all students and expanding student repertoires of learning techniques. Teachers look for ways to enhance student learning through resources available in the neighborhood and community and with the help of business partners. (See Standard VII—Instructional Resources and Technology and Standard V—Curriculum and Instruction.)

Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people, cultures, and ideas. (See Standard III—Equity and Diversity.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed

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in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers use the information they gather to ensure that they meet the needs of all students equitably and that all have access to a rich and rigorous curriculum. Teachers modify their curriculum and instruction when necessary. (See Standard X—Reflective Practice.) Their practice encompasses a range of techniques and approaches that fosters learning in students, that reflects the high expectations they have for all students, and that recognizes that each student benefits when challenged to pursue important ideas from different perspectives.

Teachers Consider the Special Needs of Students

Teachers are attuned to the special characteristics of individual students with exceptionalities, such as learning disabilities; giftedness; and cognitive, social, emotional, linguistic, or physical needs. The art program fills a role in the service of a wide range of adolescents, and the basic stance of accomplished teachers is one of acceptance and support of their students. They know that the universal language of art can speak to students across all languages and cultures. They understand the many ways that art has recorded and continues to record universally shared experiences of students and adults in various contexts.

Accomplished art teachers carefully select and use appropriate instructional resources, including specialized equipment. They modify the physical layout of the learning environment as needed and make helpful accommodations. Teachers modify media and processes as necessary. For instance, they may supply paintbrushes with oversized handles to students who have trouble gripping objects or construct arm splints to help students with spasticity hold and control brushes and markers. Similarly, teachers may help students with visual impairments develop their skills and use their heightened sense of touch by encouraging them to work with textured media, such as clay, textiles, feathers, buttons, and beads. Teachers may facilitate the achievement of students who have difficulty writing by audio-taping or videotaping their responses to assignments. Accomplished teachers investigate the many ways assistive technology can be used for students with disabilities so that they can participate meaningfully and attain higher degrees of independence and achievement. For example, teachers may program art vocabulary into the speech synthesis devices used by students with autism or other developmental exceptionalities so that the students can more easily understand explanations and directions. (See Standard VII—Instructional Resources and Technology.)

Constantly striving to ensure that students with disabilities are included in learning

<p>experiences, accomplished teachers make connections to the diverse and creative ways artists throughout history have overcome personal challenges by discovering alternative strategies for manipulating tools and materials to express themselves and communicate meaning. Teachers emphasize that all individuals have particular strengths and weaknesses. They adeptly accommodate and involve students with disabilities and advocate for them within and beyond the school setting.</p> <p>Teachers comply fully with state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into student abilities and ways to facilitate learning, teachers seek opportunities to team with them to address the needs of students with disabilities and to ensure that all students achieve success in their art education goals and objectives.</p> <p>Teachers teach to the strengths of each student, building on individual accomplishments as a foundation for further progress. They create learning environments in which the creativity of each student—regardless of skill level—is encouraged and taken seriously and in which the identity of each student as a learner is valued and supported. (See Standard VIII—Learning Environments.) Teachers understand that success is a great motivator. They adapt their techniques and strategies to accommodate students whose ways of learning might be different from those of their peers or the teacher. (See Standard V—Curriculum and Instruction.) They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the desired outcomes by capitalizing on individual interests, competencies, and ability levels.</p> <p>Teachers Respond Effectively to Students for Whom English Is a New Language</p> <p>Accomplished teachers understand that from a national perspective, a dramatic linguistic and cultural shift is under way in the makeup of student populations. Recognizing the implications of demographic and migration trends, they know that the majority of teachers will work with an increasingly diverse cross section of students in the coming years. In particular, a growing percentage of today’s youth come from households in which English is not the primary language. Teachers view these changes as opportunities for enriching the classroom culture, but they acknowledge added responsibilities in adapting their instructional practice to ensure that all students gain full access to the visual arts curriculum, including students for whom English is a new language.</p> <p>Accomplished teachers help students understand that language is a powerful tool that allows people to understand the world, express their views and questions about it, and communicate with other people. Dialogue among students about works of art and art-making processes is treated as an important means of promoting understanding. By observing how students use language, accomplished teachers can determine students’ approaches to problems, modes of understanding, and stages of conceptual development.</p>	
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<p>Many art programs include opportunities to work with students for whom English is a new language, and teachers are aware of the benefits and special challenges of helping students develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in the home language of students while advancing the students’ abilities to communicate in English. Teachers also move students toward an understanding of the role of Standard English in future academic and economic success. In pursuing these objectives, teachers model the use of Standard English in their own speaking and writing, using other languages where appropriate.</p> <p>Teachers regard students whose native language is other than English as assets and resources for the entire learning community. The whole class can consult and benefit from these students in ways directly and indirectly related to the study of art. In working with students for whom English is a new language, teachers focus on using oral, written, and visual language as tools for constructing and exchanging meaning. They capitalize on the ability of some students to express themselves more clearly through artwork than through written and oral language. They provide and promote conversational assistance, supplying students, when asked, with appropriate English words that are related to what the students have just experienced or are trying to express. On a regular basis, they check to make sure that students for whom English is a new language understand the learning that is taking place in the classroom.</p> <p>The cultural aspects of works of art provide powerful links to the lives of these students and are also excellent visual tools for illustrating and teaching Standard English. Labeling tools and materials, displaying art vocabulary, illustrating concepts with art and other visual images, offering peer tutoring, cueing and coaching, and talking through demonstrations are useful strategies for assisting students for whom English is a new language. (See Standard V—Curriculum and Instruction.)</p> <p>Teachers Acquire Knowledge of Students through Assessment and Evaluation</p> <p>Assessment—the process of taking stock of the breadth and depth of students’ art knowledge and skills—is an ongoing element of an accomplished teacher’s repertoire. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline. During learning experiences, assessment helps both teachers and students keep track of what is working. Finally, at the end of an instructional unit, evaluation provides critical data to determine the quality of student achievement.</p> <p>To gauge strengths, needs, and interests of their students, accomplished teachers use a wide range of formal and informal assessment methods. Their understanding of their students is also enhanced by discussions with parents and other caregivers and in student interactions with the larger student body. (See Standard IX— Collaboration</p>	
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<p>with Colleagues, Schools, Families, and Communities.) Conversations with colleagues, and their abilities to identify students with exceptional needs or talents, enable teachers to frame their practice equitably to meet the common and unique needs of each of their students. Accomplished teachers consider the exceptionalities of their students when designing assessments that greatly inform their knowledge of students, and they continue to gather information about all their students throughout the school year. (See Standard VI—Assessment, Evaluation, and Reflection on Student Learning.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD: Standard I: Knowledge of Students	
OVERVIEW: Accomplished teachers have a rich, holistic understanding of who their students are as learners and individuals. They value their students' various learning styles and stages of development, and they create learning environments that differentiate instruction to meet the diverse needs of all students.	
<p>The career and technical education (CTE) learning environment, like the world of work, is a complex social organism, with a range of projects and activities competing for the attention of people with diverse needs, interests, and goals. Whether instruction is individualized, organized around teams, or focused on the class as whole, accomplished CTE teachers engage each student personally with the work at hand while nurturing everyone's curiosity.¹ Instructors do so to ensure that students gain substantial knowledge and receive the best possible education in preparation for the postsecondary challenges they will face. To accomplish these objectives, educators must know their students well. Without an intimate understanding of the factors that affect student performance and behavior, it would be impossible to support students effectively.</p> <p>Dedicated to meeting the needs of all their students, accomplished CTE instructors learn as much as they can about them and apply this knowledge in the classroom and lab. Teachers study the qualities and characteristics of their students, assess student motivations, and employ an understanding of human development to personalize instruction for each student and promote the well-being of all learners. Accomplished teachers understand that they must be sensitive to student needs as they arise in various ways throughout the classroom. CTE instructors are committed to differentiating their instruction and utilizing their resources to meet the needs of every student, not only those formally identified as having exceptional needs. Teachers know that the education of every student must be individualized to help all students achieve success and realize their highest potential. Accomplished CTE teachers help all their students plot a path to the future so students can advance their academic knowledge, improve their technical skills, develop self-awareness, and prepare themselves for a competitive global workplace.</p> <p>Obtaining a Holistic View of Students</p> <p>Accomplished CTE teachers learn about the diversity of their students in all its aspects. A thorough knowledge of students encompasses an understanding of their personal temperaments and emotional needs; physical and intellectual abilities; educational, cultural, and family backgrounds; socioeconomic status; social identity;</p>	

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<p>and career and personal ambitions.¹ By learning about these characteristics, teachers demonstrate respect for their students and create opportunities for meaningful communication with them. (See Standard II—Responding to Diversity.) Educators know that purposeful, appropriate instruction can only take place when it is individualized, and they understand the vital importance of basing their teaching strategies on a rich, holistic understanding of their students. For instance, a health science instructor, aware that a student in her class has a parent incarcerated for drug possession, might lead a class discussion about drug abuse in a tactful manner to avoid offending or upsetting the student. Alternatively, a performing arts instructor, knowing that a student identifies with the opposite gender and presents as such, might select a play that allows the student to audition for roles representing the gender with which the student identifies. Approaches like these make students feel accepted and build their trust, which allows teachers to help them develop opportunities for success.</p> <p>Accomplished CTE instructors know that students provided with this level of attention are more likely to become involved and engaged with their educations. Students are inclined to value their schooling and believe in their ability to realize personal and professional aspirations when teachers care for them this way. Accomplished educators thus reinforce attention, affirmation, and affection throughout all learning activities to help students acquire the self-motivation and develop the self-efficacy they need to achieve their career goals. CTE instructors convey this respect for students in all facets of their education and ensure that students respect each other as well. Importantly, teachers understand that this process must take place every time they interact with students, at the start of a school year, a new course—on a daily basis as students change and grow.</p> <p>Accomplished CTE teachers develop rapport with their students and gain information about them in many ways. First and foremost, educators foster positive relationships with their students so they can learn about them as individuals. Teachers supplement this kind of meaningful interaction with other strategies, such as having students submit interest inventories in class, asking about students’ extracurricular activities, or giving assignments that invite students to share information about themselves. For example, a culinary arts teacher may have students plan a menu for a family celebration so she can learn about her students’ cultures while developing their menu planning skills. CTE instructors have informative exchanges with their students during learning activities and use every resource they can within the school environment to find out more about them. Teachers study assessment data, read through academic records, and speak with other members of the learning community acquainted with their students. To supplement their knowledge of students and gain a fuller understanding of students’ lives, teachers solicit information from family members as well. These discussions may occur during open house activities or home visits or</p>	
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¹ The terms “family” and “parent” are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

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<p>through personal communication, electronic or otherwise. (See Standard VIII—Partnerships and Collaborations.)</p> <p>Meeting Students’ Academic Needs</p> <p>Relying on their knowledge of students, accomplished CTE teachers advance learning by tailoring instruction. For example, a health instructor might optimize student success by matching her students to clinical sites based on their skill sets and personalities; while evaluating their progress, the teacher may then raise individual problems regarding the maintenance of professional attitude or demeanor so students can reflect on and improve their performance. Educators place students in carefully sequenced programs and differentiate instruction to complement their students’ various learning styles and stages of development. For instance, prior to a unit on cakes, a family and consumer science teacher may ask students to write about their most recent baking experience; the teacher may then use these descriptions to assess his students’ familiarity with cake baking and ensure that lessons are structured to build on their interests while strengthening their weaknesses. Alternatively, an accounting teacher who wants to motivate her students and learns they are avid soccer fans during class discussion may have them analyze statistics about their favorite teams as they apply different formulas to a spreadsheet. The observations that teachers make and the information they gain along the way help them clarify the status of student learning and move it forward. Based on a clear understanding of their students as learners and individuals, instructors can make informed decisions about pace, scaffolding, or differentiation. To achieve success, CTE teachers introduce students to specific skills, processes, or techniques based on their individual status, continually evaluating student achievement and readiness for next steps.</p> <p>Accomplished CTE teachers have a rich repertoire of teaching methods they use to reach every student, employing visual, auditory, and kinesthetic approaches to establish the meaning and purpose of course content. Instructors address tasks, lessons, and projects from different vantage points so students can access concepts in ways that make the most sense to them and can appreciate the relevance of the material from their unique perspectives. For example, to assess student understanding of how a bill becomes a law, a government services teacher might allow students to choose how they will demonstrate mastery—perhaps by performing a monologue, writing an essay, or creating a flowchart. Educators inspire their students’ curiosity and imagination by tapping into their individual interests. They provide students with opportunities to explore connections between the content covered in class or lab and the questions forming in their minds, helping students build their capacity and invest in their learning by strengthening weaknesses and filling gaps. For instance, if a teacher has a student who lacks effective study skills, the teacher may connect the student with a tutoring resource and guide her through a series of mini-lessons aimed at fostering and demonstrating her improvement; when the student witnesses her growing ability, she may gain greater confidence and interest in seeing further progress. A clear understanding of what students know and</p>	
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<p>can do, coupled with a thorough knowledge of students’ values, beliefs, and attitudes allows CTE instructors to design exciting and powerful educational opportunities for all their students.</p> <p>Within the learning environment, accomplished CTE teachers keep the progress of the whole group in sight even as they focus on individuals. They differentiate instruction to meet unique needs while addressing the learning styles and abilities of all their students. For example, a teacher leading a cooperative learning activity in a cosmetology class may assign students to teams based on their strengths in hair cutting or coloring. By grouping students purposefully in this way, the teacher may allow students with technical weaknesses and other learning issues, such as limited English language proficiency, to receive support from their peers. Similarly, in a collision repair course, an instructor may intentionally group students so that those with physical limitations work with more athletic peers when tasks become physically demanding. Accomplished teachers build support networks for their students while setting high expectations and challenging everyone to venture beyond their comfort zones. They encourage students to develop self-efficacy and master competencies across skill and ability levels. For example, a fire management teacher with an academically gifted student who tends to work at a faster pace may enrich her educational experience and deepen her understanding of course objectives by assigning the student an independent project to design an authentic crisis management plan for the school. CTE instructors are proactive in the engagement and advancement of all students, providing them with extra time and assistance as needed, designing multiple opportunities for students to demonstrate their knowledge, and offering advanced students chances to explore course content in greater depth. (See Standard IV—Learning Environments and Instructional Practices.)</p> <p>Meeting Students’ Professional Needs</p> <p>Accomplished CTE teachers not only know their students, they help their students know themselves better as well. Instructors help students recognize their specific strengths so they can establish worthwhile personal and professional goals. CTE teachers work with students to build their skill sets, exposing them to a range of career possibilities and encouraging them to consider which options best match their talents. Based on students’ skills, interests, and inclinations, teachers advance students’ work in their chosen career fields, assessing their ability to meet learning objectives and guiding students through capstone experiences. For instance, a teacher may encourage students who have completed foundational courses in wildlife management to participate in an environmental and natural resources competition. Accomplished teachers align curricula with students’ needs and modify them consistently to meet the changing demands of the labor market. This type of ongoing evaluation and revision allows teachers to connect the emerging talents and abilities of their students with clearly articulated requirements of business and industry. The CTE learning environment is centered on student needs and academic preparation, all pointing toward the goal of acquiring workplace values, developing life skills, and realizing professional aspirations. The intentional focus on career preparation</p>	
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<p>motivates students to create professional growth plans and monitor their progress as they build positive self-images. (See Standard VI—Postsecondary Readiness.)</p> <p>Accomplished CTE instructors use project-based learning activities, real world simulations, and other work-based opportunities, such as job shadowing and internships, to develop their students’ employability skills and help them gain practical and theoretical knowledge of their career fields. Teachers guide students carefully through activities and simulations; they promote their students’ professional development by providing students with instruction in critical concepts and principles and fostering their students’ sense of individuality as adolescents, young adults, and nascent professionals. Having students select projects based on their interests and aspirations, or pursue an approach to a task or problem based on their experience and knowledge, encourages independent thinking, builds confidence, and inspires students to take pride in their work. Many times, the students of accomplished teachers take on projects they believe will have a direct impact on their communities, such as creating a web-based marketplace to sell jewelry or opening a restaurant to serve teenagers healthy yet appealing foods. Throughout learning activities, CTE teachers communicate high expectations and motivate their students to strive continuously for excellence in themselves and their teams while maintaining a healthy work and life balance. Instructors understand that work-based opportunities create a strong sense of ownership in their students and inspire meaningful engagement with their learning objectives and professional growth plans.</p> <p>As students experience self-discovery and build self-confidence, accomplished CTE teachers continue to learn more about them and support their students even more closely. Instructors work through goals with their students based on a sense of mutual respect. Using the holistic knowledge they gain, teachers provide students with learning experiences that encourage them to develop their academic knowledge and technical skill base as they explore personal and professional issues likely to reappear in college or the workplace and throughout their lives. Accomplished educators support their students throughout this process of development, acting as teachers, mentors, role models, and work supervisors. CTE instructors form trusting, nurturing teacher-learner relationships with their students and establish a challenging, rigorous manager-employee dynamic as well. Accomplished teachers balance these demands to meet the primary goals of career and technical education: the transformation of adolescents into adults and students into professionals.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished teachers of English language learners apply their knowledge of students’ language development, cultures, abilities, values, interests, and aspirations to facilitate their students’ linguistic, academic, and social growth.	
<p>Knowledge of their students is the foundation for instructional decisions made by accomplished teachers² of English language learners. Teachers understand their students and build meaningful relationships with them and their families. Teachers know that English language learners are an extremely diverse population, and they build on this diversity to help students learn.</p> <p>Understanding and Appreciating the Diversity of English Language Learners</p> <p>Accomplished teachers work with students whose cultures and social histories are even more diverse than the languages they speak. Their students may be indigenous Americans with heritage languages other than English; newcomers to the United States; or students born in the United States who live in communities where the home language³ is not English, or whose language backgrounds combine multiple linguistic, cultural, and social characteristics. Teachers therefore recognize the need to understand their students from a variety of perspectives. Teachers consider a set of complex factors for each of their students, including place of birth, immigration history, age upon arrival in the United States, previous experience with English and current English proficiency, socioeconomic level, grade and literacy levels in English and in the home language, prior formal educational experiences, and familiarity with technology.</p> <p>Accomplished teachers are knowledgeable about a range of local and global issues that can influence students’ perceptions of and experiences in school. Teachers understand that factors such as age; gender; immigration status; exposure to traumatic events; and personal interests, needs, and goals can affect student learning. Teachers know that factors such as family⁴ income and parents’ English language proficiency and education levels can influence students’ academic success.</p>	

² All references to teachers in this document, whether stated explicitly or not, refer to accomplished teachers of English language learners.

³ As used throughout this document, home language is the language other than English used dominantly in the home, regardless of the students’ level of proficiency in that language. This language may be representative of the language spoken in the country from which a student emigrated.

⁴ *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

Furthermore, teachers are aware of the challenges many English language learners face within their immediate environments and in the larger society, such as racism and discrimination based on language, culture, ethnicity, and religious affiliation. Teachers acknowledge the ways such factors can inhibit students' English language learning and academic and social success. Teachers, however, see beyond perceived limitations and continuously strive to understand their students' dreams and help them meet their goals inside and outside school.

Understanding Diverse Families

Accomplished teachers know that school infrastructure, familiar and therefore almost invisible to peers born and raised in the United States, may present special challenges for newly arrived students. English language learners may come to school with little or no prior formal education or may have attended schools in educational systems very different from the ones they encounter in the United States. For example, they may not be familiar with routines of daily school life, such as classroom rotations, bell schedules, and locker systems. Students may not understand the reasons for special events and circumstances such as pep rallies, school pictures, or emergency drills. Ordinary school days can present obstacles to students who are unfamiliar with school procedures and have limited access to the language of school. Teachers take care to explain how and why schools operate as they do, helping students to understand the culture of the classroom and to function successfully within the larger educational system. Teachers might, for instance, devote a few minutes of class time to familiarizing English language learners who are new to the school with the daily schedule; class, lunch, school dismissal, and transportation procedures; and requirements and deadlines for participation in after-school programs, clubs, or teams.

Viewing Students as Resources

Accomplished teachers believe that the wide range of abilities, knowledge, cultural backgrounds, and interests that students bring to class serves as a basis for learning. Teachers draw on these resources to provide challenging opportunities for English language learners to engage in academic content and provide a bridge to new learning. To activate students' knowledge regarding a geography lesson, for example, teachers might invite students to share their views about how personal experiences in rural, urban, or suburban communities have been influenced by geographical or environmental factors.

Teachers know that students may be very competent academically without being proficient in English. Teachers support students' classroom participation as well as affirm and expand students' multilingual skills by encouraging the use of native languages as a learning tool. Similarly, teachers are aware that students with limited or interrupted formal education often have highly developed cognitive and practical skills constituting an informal knowledge base that can be tapped as a rich resource for academic learning. For instance, students who hold responsibility for household

shopping or for some aspect of the family business may have developed excellent organizational skills, the ability to add and subtract quickly and accurately, or the capacity to remember a series of items on a list—all real-world skills that teachers can build upon to foster classroom success.

Forming Constructive Relationships with Students

Accomplished teachers know that building relationships with students creates opportunities to learn about students as individuals, and that this knowledge can support student’s language and literacy development and academic achievement. Teachers observe their students carefully, noting whether they enjoy school, make friends, develop a sense of belonging, accept responsibility, or display concern for others. Teachers are alert to transformations in students’ social development as they enter adolescence and their relationships with peers and adults change. Through observations and frequent interactions with students, teachers learn about their students’ values, interests, talents, concerns, and aspirations and can determine whether and when students need advice or assistance. For example, teachers might encourage students to examine their personal values and compare them to the values of other cultures to help students better understand why groups act as they do and to assist students in communicating across cultures. Teachers provide culturally responsive guidance where possible and offer help as needed.

Accomplished teachers recognize that students may need to develop close relationships with concerned adults outside the family and comfortably fill this role as they help students adapt to their new environments. Teachers sometimes take on the responsibility of informally counseling students who are dealing with difficult social or economic circumstances. Knowing that English language learners may be accustomed to different authority structures or forms of social and instructional interactions, teachers develop relationships with students that allow them to improve their interpretations of student behavior and performance and to understand students’ needs. Accomplished teachers make themselves available to advise students on a wide range of issues, including academic progress and the importance of staying in school, peer relationships, and extracurricular activities, and they can direct students to additional resources both inside and outside the school. Teachers are sensitive to individual students’ perceptions of their own identity and status, which can be influenced by their place of origin, time of arrival in the United States, immigration history, socioeconomic level, and home language, among other variables.

Observing Diverse Students Insightfully

Accomplished teachers employ various means of learning about students and their families, communities, and school environments. Teachers listen to students in the diverse settings where students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers observe students working in groups and individually, noting their strengths, learning profiles,

and interactions with peers. As keen observers of students and as experts in language development and cultural diversity, teachers understand that the significance of gestures and other body language can differ across cultures. A male Korean student who scratches the back of his head, for example, may indicate regret or signal a desire to ask a favor or a question. A female student from China might refrain from participating in class activities because her culture teaches her to avoid drawing attention to herself, not because she lacks understanding of what occurs in class. Teachers reinforce their understanding of students through discussions with family members or other caregivers and professional colleagues. They use the information they gather to determine the direction, approach, and content of their teaching; to motivate students; and to ensure that they equitably meet the unique and common needs of all. (See Standard II—Knowledge of Culture and Diversity.)

Working Successfully with Students with Exceptional Needs and Talents

Accomplished teachers seek assistance from colleagues to assess and identify students with exceptional needs, including gifted learners, and then address students’ needs to provide meaningful and appropriate classroom experiences. They know that families often have insights about students that may not be evident in school settings. Consequently, teachers make special efforts to learn from families, involve them in decision making, and inform them of students’ progress. Teachers also work cooperatively with a variety of educational specialists such as speech and language pathologists, reading specialists, special educators, physical and occupational therapists, psychologists, and specialists in child and adolescent development. Teachers seek assistance from other experts who speak students’ home languages and are familiar with their cultural backgrounds and prior educational and social experiences.

By collaborating with other educators, such as reading coaches or special education teachers, accomplished teachers can plan, implement, and adapt appropriate content curriculum, language learning objectives, and instructional practices while making sure each learner is an important and valued member of the class. Teachers fashion instructional environments to help students learn English while also learning about one another and understanding each individual’s unique abilities. Teachers take care to adapt their practice to the linguistic and cultural needs of their students and when necessary, to seek appropriate support services to monitor their progress and ensure their success. Teachers also respond to students who need to concentrate on selected learning outcomes and those who would benefit from a highly systematic approach to refining skills. Teachers do so while maintaining their commitment to promoting critical thinking and problem solving, helping students develop social relationships, and nurturing the special gifts and talents that each student brings to the classroom.

Creating Instructional Tasks That Respond to Both Commonalities and Differences among Learners

Accomplished teachers know that students represent a continuum of language learning and use this awareness as they design appropriate teaching strategies, learning activities, and assessment tasks. Some students come to school speaking a language other than English at home and are learning English as a new language. Other students may speak English, but have a community language other than English. Still other students may be multilingual and multiliterate, and others may not be literate in any language. Given the variety of student populations and the varied goals of instructional programs, such as dual language instruction, some teachers develop students' proficiency in and teach through more than one language; some may teach in bilingual settings; some teach primarily through English while using students' native languages for instructional support; still others teach only through English. The requirements of a particular teaching assignment notwithstanding, teachers create opportunities for meaningful communication that allow students to interact with and learn academic content while building proficiency in one or more languages.

To provide diverse entry points into the curriculum, accomplished teachers must be attuned to students' individual abilities to understand and respond in a new language. Teachers must also consider students' cultural backgrounds, their prior educational experiences, and their dispositions toward different modes of learning. Understanding these factors leads teachers to design a variety of instructional approaches to accommodate the class as a whole while acknowledging the individuality of its members. For instance, a teacher of students at an intermediate English proficiency level might intervene as early as possible to provide individualized instruction and other supports to students who are not making reasonable progress in their literacy development. Teachers may select a single language program to use with the entire class but vary instructional goals and activities for individual students based on their particular needs.

Reflecting on English Language Learners

Accomplished teachers reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students. Accomplished teachers inform their instruction by analyzing and reflecting on the demographic realities affecting their students, including such factors as length of residency in the United States, age upon arrival, place of origin, home language, socioeconomic status, family structure and values, educational background, and intellectual abilities.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

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ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished English language arts teachers acquire knowledge about their students to advance students’ learning in the English language arts and to prepare students for successful participation in the world.	
<p>Accomplished English language arts teachers understand that teaching is founded on the knowledge of students. Teachers use knowledge about early adolescents and young adults to make sound and deliberate instructional decisions to positively affect student learning. Accomplished teachers genuinely like working with young people. They believe that all students can learn, even though not all students progress in the same way or at the same pace.</p> <p>Accomplished English language arts teachers⁵ obtain insight into many aspects of students, including the knowledge, talents, and interests each student brings to the learning environment. Because accomplished English language arts teachers understand that gaining knowledge about learners must be an ongoing process, they are always alert to opportunities for increasing their understanding of their students’ cultures, concerns, and aspirations. Teachers then apply the information they have gathered in many ways, from adjusting their perspectives about students, to adapting instruction, or modifying the learning environment. Accomplished teachers not only use their knowledge about students to make the learning process easier or more familiar; they also use their understanding to challenge students’ thinking and inspire them to try things they might not have attempted on their own.</p> <p>Understanding Early Adolescents and Young Adults</p> <p>Accomplished English language arts teachers understand that there are specific developmental characteristics associated with early adolescence and young adulthood. Teachers expect, accommodate, and value a wide variation in the maturity and life experiences of early adolescents and young adults within the same learning environment. Through classroom experience and knowledge of research, teachers develop a broad perspective on patterns of adolescent physical, social, emotional, and language development. They then use their accumulated knowledge to foster students’ literacy development.</p> <p>Accomplished English language arts teachers know that a particular concern within the early adolescent and young adult experience is youth culture, which is defined as the</p>	

⁵ All references to teachers in this document, whether stated explicitly or not, refer to accomplished English language arts teachers.

blend of experiences, styles, behaviors, and interests that characterize adolescence. Although it is not always possible to have broad knowledge of youth culture, accomplished teachers become familiar with it through research, course work, and direct experience. Even when an accomplished teacher is not thoroughly knowledgeable about students' current interests, it is still possible for the teacher to build relationships by demonstrating interest in what students know and care about. To whatever extent is possible, accomplished English language arts teachers are familiar with the television programs and movies that early adolescents and young adults watch; the books and magazines they read; the music they listen to; the electronic or virtual experiences they participate in, create, or encounter; and the ways in which they communicate with one another. Many accomplished teachers go beyond simply knowing the names of significant games, books, movies, and cultural icons; they read, watch, play, and learn about some of them in depth. Students are more likely to be engaged when accomplished teachers are interested in them.

Accomplished English language arts teachers are aware of the influences that shape early adolescents' and young adults' individual identities. They recognize that students may grapple with their own awareness and appreciation of their cultural, linguistic, and ethnic heritage; family⁶ setting; socioeconomic status; sexual orientation; gender; disability; prior learning experiences; personal interests; and academic and social experiences. Teachers understand that their students' identities are fluid, and they use this knowledge to create a supportive and flexible learning environment. Accomplished teachers are tenaciously committed to learning more about students' backgrounds, abilities, and attitudes; caring for them; and guiding their development as literate human beings. Teachers respect and celebrate students' individuality.

Accomplished English language arts teachers closely examine their students' first works for clues to their literacy development and interests. Teachers are vigilant throughout the school year, developing understandings about individual students through conversations, interactions with parents, observations of student work, various assessments, and other experiences inside and outside the classroom. To accomplished English language arts teachers, the act of knowing their students encompasses understanding each student's capacity to read, view, write, produce, speak, and listen in English. Teachers also seek to understand the particular communication and language needs of students for whom English is a new language, students with disabilities, other students needing extra support, and students who can benefit from advanced challenges. (See Standard X—Assessment.)

Accomplished English language arts teachers are keenly aware of the diverse challenges and realities students face, such as health issues—whether physical or psychological—and any other obstacles to student learning. Teachers are sensitive to changes in students' appearance and behavior. Teachers do not overreact, but they respond quickly and appropriately to determine whether these changes are significant

⁶ The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

<p>and problematic. Because accomplished teachers know a great deal about their students, they are more likely than less accomplished observers to detect subtle signals when a student is in crisis and to respond appropriately.</p> <p>Accomplished English language arts teachers systematically observe students in group settings to analyze group dynamics. They understand that students are shaped by their interests, cultures, families, communities, schools, and classes, and although they do not stereotype students, accomplished teachers understand that they can gain useful insights based on the groups with which students identify. Accomplished teachers can perceive subtle differences among similar groups. For example, they perceive that the cohort of students in one grade may vary remarkably from the cohort of students in another grade within the same school, despite the fact that the gender and demographic breakdowns of the two groups are relatively the same. Teachers know that their students differ in their knowledge, needs, and dispositions, and that student perform differently in different contexts. Knowing students means knowing the fears and dreams that inspire them, the issues that stir them, and the causes that speak to them.</p> <p>Applying Knowledge of Students</p> <p>Accomplished English language arts teachers use knowledge about early adolescents and young adults in general and their students in particular to build positive relationships. Accomplished teachers know how to build trust and support in ways that increase students' overall academic success and their proficiency within each of the language arts.</p> <p>To build trusting relationships with their students, accomplished English language arts teachers honor their students' passions and concerns. Teachers also behave in an approachable manner and make themselves available. For example, teachers may attend before- and after-school programs, extracurricular school events, and community activities. Accomplished teachers use the knowledge gained through professional occasions to establish appropriate outlets as needed for students. For example, a student struggling with a loved one who is experiencing a terminal illness might benefit from reading a novel about a character in a similar situation, and might even use the novel as the gateway to conversations with the teacher about this issue. However, accomplished teachers are sensitive to their students' individual temperaments; they understand when to intervene directly and when to act more reticent in order to respect a student's privacy. Although teachers observe professional boundaries and remain in adult roles in all relationships with students, their professional status does not prevent them from being accessible, caring, and eager to share knowledge that will empower students.</p> <p>Accomplished English language arts teachers use their knowledge of students to strategically match the best instructional practice with individual students or groups of students, differentiating support as needed to foster students' literacy development. Accomplished teachers adjust the curriculum to match the student in ways that</p>	
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promote learning within each student’s optimal range of development. Teachers know that targeting instruction that is challenging to a student while being sensitive to his or her developmental level enhances the potential for student engagement with learning and fosters growth. Accomplished teachers do not assume that students share the same background or aspirations. For example, accomplished teachers know their students sufficiently well to recommend independent reading that matches students’ interests and instructional or independent reading level. In cases when teachers assign the same book for the entire class, they know their students’ reading levels well enough to adjust and vary their instructional strategies as necessary. Accomplished English language arts teachers are adept at creating assignments that build on individuality, and they provide students with opportunities to read, view, write, and produce varied types of texts about topics that interest them. Teachers also can help students develop knowledge and skills in areas in which they might not currently have an interest, skillfully creating engagement with subjects that might otherwise provoke boredom or resistance. Accomplished teachers ensure that every student has the opportunity for their individual voice to be heard. (See Standard IV— Instructional Design and Implementation.)

Accomplished English language arts teachers systematically learn about their students’ knowledge of global issues and current events. Teachers then purposefully address the gaps between what students know and what they need to know to become active, knowledgeable, and critical participants in a global world. Accomplished teachers cultivate student awareness of important events occurring in other countries and then connect these events to the English language arts learning environment. For example, a teacher might help students draw parallels between a contemporary totalitarian society described in a news article and a fictional dystopia such as the one described in *The Hunger Games* or “Harrison Bergeron.” The teacher might then build on students’ awareness of the connections between the real and the fictional by asking students to write their own short story using an exaggerated scenario based on a contemporary issue. Accomplished teachers help students see the importance of their voices and roles in a world whose problems and solutions are increasingly interconnected.

Reflection

Accomplished English language arts teachers reflect on their knowledge of their students as a way to gauge the effectiveness of their practice on student learning. Teachers monitor ways in which they connect their knowledge about students to their practice. Accomplished teachers understand ways in which their application of knowledge about students is more or less effective in engaging students in instruction. In order to identify areas in which they must update their knowledge of students, teachers use classroom experiences and other kinds of interactions with students. Teachers seek out ways to better understand their students and incorporate that knowledge into daily instructional practice.

Accomplished English language arts teachers determine the extent to which their knowledge of their students affects student learning. A teacher might notice that a

<p>student who never exhibited this behavior before suddenly starts falling asleep in class. The teacher might seek out information from colleagues and the student's parents to determine whether the change in behavior is driven by a lack of interest in academics or is the result of factors unrelated to school. A teacher might also seize an opportunity to use one student's specialized knowledge to enhance learning for other students. For example, if the class fails to understand the idea of allusions in literature, a student who is a proficient gamer might cite the analogous ways in which allusions are used in video games. An accomplished teacher would analyze this situation and determine whether a detailed discussion of this connection would serve as an illuminating example or as a distraction. If the former, the teacher might invite the student with game expertise to discuss how allusions are used in specific video games.</p> <p>Accomplished English language arts teachers critically examine their practice on a regular basis to improve their knowledge about students and apply this knowledge in more productive ways. Accomplished teachers review all the methods available for gathering and applying knowledge about students. When they realize that their insight is somehow limited, accomplished teachers identify resources for obtaining the knowledge they need. These resources may include classroom experiences as well as conversations with students, other educators, parents, and community members. A teacher might invite students to bring in artifacts such as favorite movies, books, songs, or television shows to stay current with youth cultural interests. Accomplished teachers learn about their students through various means, including out-of-school avenues such as musical, artistic, athletic, and other community events. Accomplished teachers realize that some of their most powerful professional learning is inspired by the students themselves.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished teachers of students with exceptional needs use their knowledge of human development and learning and their skills as careful observers of students to help develop students’ knowledge, aptitudes, skills, interests, aspirations, and values.	
<p>To provide students with a quality education, teachers⁷ must understand the origins and nature of various types and manifestations of exceptionalities. They must know their students as individual, life-long learners, especially in terms of their exceptional needs. A broad knowledge of human development underlies their repertoire of teaching skills, coupled with a sound understanding of specific growth, developmental, linguistic, cultural, and medical issues associated with children and youth with exceptional needs.</p> <p>Teachers constantly strive to understand what their students know and how their students approach tasks, interpersonal relationships, and learning. Teachers observe and listen to students as they learn, work, and play in a variety of settings. They challenge students to understand more about their own motivations and values. Teachers work closely with families⁸ to learn about an individual student’s strengths and needs, aspirations, and life outside school. The knowledge teachers gain from insightful observation and interaction allows them to tailor instruction to motivate and challenge students and meet their specific needs. Moreover, in concert with the inherent belief that all children can learn to their full potential, accomplished teachers set high, realistic expectations for students, recognizing the special circumstances an individual child’s exceptionalities may present.</p> <p>Teachers Know How Children Grow and Develop</p> <p>Accomplished teachers are knowledgeable about the stages of human development and learning. They draw on this knowledge to create realistic, age and developmentally appropriate activities and materials for individual learners that embody significant problem-solving and real-world applications. They regularly revise and rethink their instructional strategies to accommodate the range of abilities and developmental levels among their students and within individual students. Teachers might, for example, involve some students in decision-making processes, collaborating with them to determine how personal goals can be measured and</p>	

⁷ All references to teachers in this document, whether stated explicitly or not, refer to accomplished Exceptional Needs Specialists.

⁸ Family is used in this document to refer to the people who are the primary caregivers and guardians of children.

encouraging them to set timelines and determine benchmarks for achievement. For other students, teachers may provide instruction in how to anticipate and plan for educational and social interactions that will occur during the day.

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

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

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

Accomplished teachers know that students differ from one another in the way they learn and think, the pattern and pace of their growth, and their language and social capacities. Teachers understand that some children learn quickly, while others learn incrementally, moving from basic concepts to mastery of increasingly complex ideas and tasks. Accordingly, they design developmentally appropriate cross-curricular and multisensory activities that promote independence, confidence, and motivation to learn. Teachers strengthen students’ abilities to assimilate and integrate knowledge

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by creating opportunities in which students use abstract and higher-order skills in addition to basic skills such as memorization. Such efforts encourage students to expand their thinking and acknowledge perspectives other than their own. Teachers, for instance, may challenge their students to predict a story outcome and then ask them to incorporate the new ending when rewriting the story from the viewpoint of one of the main characters. Moreover, teachers vividly and concretely demonstrate that knowledge comes from a variety of sources. Inquiry-based learning, for example provides opportunities for students to explain their thinking to peers, thereby enhancing students’ perceptions of each other as viable sources of knowledge and important contributors to the community of learners.

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

Teachers Are Insightful Observers of Students

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

Teachers prepare students for further education, entry into the world of work, independent living, and leadership—for future roles that place them meaningfully in society and to fulfill each student’s unique potential. To these ends, teachers work with students and families to identify students’ strengths and needs so that they may

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

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

Teachers Recognize and Capitalize on Students' Diversity, Commonalities, and Talents

Teachers appreciate students' diverse cultural, linguistic, socioeconomic, and racial and ethnic backgrounds and understand and value the range of abilities they possess. They capitalize on student diversity⁹ to enrich the pursuit of academic, social, and civic goals. Teachers also recognize that students come to them already competent along several key cognitive, behavioral, and physical dimensions, and they take advantage of each student's knowledge and experience to enrich instruction. Teachers might, for instance, make use of multicultural activities in which students share their own experiences and customs, or arrange for students to participate in a community-sponsored cultural festival. Incorporating literacy skills while celebrating cultural identity, for example, a teacher might help students organize, illustrate, and publish a cookbook of family recipes to reflect the diversity of the classroom, school, or community.

At the same time, however, teachers know that students of a particular age, without regard to their background, share many of the same interests, have had similar successes, face common challenges, and enjoy many of the same kinds of experiences and learning opportunities. Teachers know that most students respond well to hands-on instructional activities or activities that link instruction to aspects of

⁹ Diversity in this document includes race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, and gender.

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

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

Teachers Advocate for Students

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

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GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD I: Using Knowledge of Child Development to Understand the Whole Child	
OVERVIEW: Accomplished early childhood teachers use their knowledge of child development to understand young children and to foster each child’s development and learning.	
<p>Accomplished early childhood generalists possess the deep knowledge of child development essential for high-quality teaching and learning. They use theories of growth and development to understand the individual children in their classroom and to inform their practices. Teachers¹⁰ know that child development is a complex and dynamic mosaic of change that varies from child to child. Teachers view children holistically; they understand that all developmental domains are interrelated and that changes in one domain may affect changes in another. Their understanding of the phases of early childhood development makes accomplished teachers keenly attentive to the multiple ways young children communicate their knowledge, needs, and capacities. Accomplished teachers honor young children as capable and inquisitive learners, and they respect the ways in which growth and development may differ from one child to another.</p> <p>Accomplished early childhood teachers analyze research demonstrating the relevance of early childhood education to all domains of child development, including social, cognitive, linguistic, physical, emotional, and ethical. They understand the important aspects of each domain, the full range of stages and behaviors within each domain, and the factors that promote or inhibit development. Teachers seek out relevant research in child development and apply that knowledge to meet all children’s needs.</p> <p>Accomplished early childhood teachers understand that early childhood is the critical foundational period of learning and development that sets the stages for future development. They know that research continues to evolve, giving insights into how the brain functions in young children. Teachers know the factors that influence brain chemistry and development, such as nutrition, the environment, and trauma; and they provide stimulating activities to enhance children’s health, learning, and behavior. Accomplished teachers nurture young children’s curiosity, problem solving, autonomy, caring, risk taking, persistence, and humor.</p>	

¹⁰ All references to *teachers* in this document, whether or not stated explicitly, refer to accomplished early childhood generalists.

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

Fostering Physical Development

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

Accomplished early childhood teachers recognize the stages and signs of healthy physical development in young children. They are alert to evidence of physical problems that may detract from a child’s ability to learn, such as hearing or vision problems, illness, neglect, abuse, poor nutrition, dental problems, lack of sleep, and any possible exceptionalities. They know which physical difficulties or limitations may indicate more serious problems. Teachers understand that young children receive information from their bodies and the environment through their senses, including touch, smell, hearing, vision, taste, and proprioception, which is the sensing of temperature and body position. Accomplished teachers understand that the way children gather and process sensory information influences their ability to interpret information and perform such tasks as planning physical actions, performing steps in sequence, and completing tasks in a coordinated manner. When appropriate, teachers consult with families¹¹ and, if necessary, refer children to specialists for evaluation. For example, if a child consistently fails to respond to the teacher when the teacher is speaking behind the child, the teacher might ask the parents if the child exhibits the same behavior at home and perhaps ask about the child’s health history. If it seems likely that the child has a hearing problem that requires intervention, the teacher would assist as appropriate.

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

¹¹ The term family is used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

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

Fostering Cognitive Development

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

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

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

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at home. Accomplished teachers assess children’s prior knowledge, build upon the skills children bring to school,¹² and facilitate experiences that foster cognitive development.

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

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

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

Accomplished early childhood teachers value the social aspects of young children’s construction of knowledge. Guided by their knowledge that initially young children can do more in collaboration with others than they can do alone, teachers

¹² The term school is used throughout this document to refer to all early childhood educational programs, including early childhood centers, child development centers, daycare centers, preschool centers, and elementary schools.

intentionally plan opportunities for children to work together, as in center time and group work, and set realistic expectations for young children’s independent performance. Teachers also know the value of teacher support, interaction with older children, and appropriate scaffolding in young children’s knowledge construction.

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

Fostering Language Development

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

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

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

Accomplished early childhood teachers have a clear understanding of how second languages are acquired. They value the home languages of children who are English language learners, and they understand that a child’s native language is the

foundation for literacy and learning. To the best of their ability, teachers seek ways to promote English language learners' home language development at the same time that they advance children's ability to communicate in English.

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

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

Fostering Social Development

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

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

Accomplished early childhood teachers are keenly aware of the role that culture plays within the social domain. They help children appreciate cultural differences and

learn how to behave appropriately in varied social environments. Teachers know that children's social behaviors are shaped by their familial experiences. For example, in some families and cultures, children may interact freely and openly with adults, much the same as they do with their peers, whereas in other families and cultures, children may be taught that such free and open interactions are a sign of disrespect. In certain cultures, some children may be taught not to look an adult directly in the eye, whereas in other cultures, failing to look an adult in the eye when speaking is a sign of disrespect. Because many children must navigate widely divergent social expectations, accomplished teachers explain and model appropriate social skills and norms.

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

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

Fostering Emotional Development

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

Accomplished early childhood teachers know that young children progress through stages of emotional development. They are familiar with the degrees to which children of different ages are able to identify emotions, express feelings, manage

impulses, and exhibit appropriate behavior. Teachers recognize typical and atypical patterns of emotional development and regulation, and they know when it is appropriate to consult with families or to refer children to specialists for evaluation. Teachers understand that children at different ages have varying abilities to solve personal and social problems without giving up or losing control. Accomplished teachers promote positive behavior, and when discussing emotional issues with children, they use appropriate terminology for the developmental range.

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

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

Fostering Moral and Ethical Development

Accomplished early childhood generalists know that the field of ethics defines what is good for the individual and for the group and establishes the nature of what one should do in the interest of justice and fairness. Teachers understand the importance of young children's moral development and actively instruct children about ethics.

<p>Teachers help children develop a conscience, a sense of integrity, and the ability to delay gratification.</p> <p>Accomplished early childhood teachers know that young children have varying abilities to comprehend ethical issues and moral dilemmas depending on their developmental stages. They also have differing abilities to regulate their behavior based on their cognitive, emotional and social development. Teachers use teachable moments to help children develop the capacity to reflect on their actions, generate age-appropriate solutions to ethical problems, and exert self-control. Teachers understand children’s common misconceptions about ethics. For example, a three-year-old child might think that a person who breaks an object by accident is just as culpable as one who breaks something on purpose, whereas an eight-year-old would be more likely to comprehend that intent makes a difference. Teachers help children progressively move to more sophisticated ethical judgments without expecting more of them than is reasonable at a given stage.</p> <p>Accomplished early childhood teachers realize that many factors affect young children’s moral and ethical development. A child’s temperament, home culture, family structure, and socioeconomic level can all affect the child’s sense of right and wrong and ability to evaluate moral and ethical issues. Accomplished teachers are sensitive to differences between school policies and family viewpoints. For example, the school may have a policy of no hitting, but parents may disagree and encourage children to defend themselves physically in some situations. Accomplished teachers help children observe ethical norms in the school community without showing a lack of respect for the family’s values.</p> <p>Accomplished early childhood teachers approach classroom management as a means to self-discipline and self-awareness. They help children understand that behaving ethically is not just a matter of automatically conforming to a set of rules but rather the complex act of considering how best to treat others and behave in a group. Accomplished teachers enable children to develop the ethical behaviors that will eventually make them successful, responsible adults.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

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GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished teachers use their knowledge of child development, their knowledge of students as individuals, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.	
<p>Introduction</p> <p>To chart an educationally sound course for their students, accomplished middle childhood generalists must understand child development and be acquainted with students as individuals and as learners. They must relate to them in a variety of ways and appreciate the similarities as well as the differences that characterize each child. Teachers¹³ help students grow and mature by working vigilantly to learn what students know, how they think, what they value, who they are, where they come from, and what motivates them. To meet this goal, middle childhood generalists consistently observe and listen to students as they work, learn, and play in a variety of settings. Teachers use the knowledge they gain to determine the direction, approach, and focus of their instruction. The more they learn about their students, the more they can adapt their teaching to engage and motivate students while meeting their specific needs.</p> <p>Child Development</p> <p>The knowledge that accomplished teachers have of their students is enhanced by their understanding of the social, physical, emotional, and intellectual development that characterizes middle childhood. Teachers recognize that these students are maturing in their ability to progress from concrete to symbolic and abstract thinking. These students are beginning to consider perspectives other than their own and are becoming increasingly aware that learning holds intrinsic value.</p> <p>Although a number of generalizations can be made about students at this age, accomplished teachers understand that each class and each student is unique. They realize that every student begins the school year with a specific combination of interests, capabilities, and attitudes or dispositions toward learning. Teachers remain sensitive to their students throughout the year, noticing changes that may occur in patterns of behavior, social interactions, and physical development and considering how these changes might impact student performance as a whole.</p>	

¹³ All references to teachers in this document, whether stated explicitly or not, refer to accomplished middle childhood generalists.

Accomplished teachers use their understanding of child development to meet their students' needs and to promote learning. They appreciate the importance of having students learn with and from one another and thus provide opportunities for student interaction and participation in class and small group discussions. They know and value that creative expression and play nurture children's imaginations and innovative thinking. Importantly, they realize that their students' creativity, inquisitiveness, energy, sense of fair play, and—as they get older—skepticism, are assets to learning.

Students as Individuals

Accomplished teachers cultivate interactions with their students to connect with each child on a meaningful level. They employ a variety of strategies and assessments to accomplish this objective. Teachers learn about students by observing them at work and play. This type of observation helps teachers determine the areas in which their students are successful and those in which they are less adept. Teachers gather information about student interests, abilities, learning preferences, and motivations. They may do so by using written inventories, interactive devices, or other forms of communication, including personal conversations with students and their families. Middle childhood generalists use a number of ways to learn about their students by interacting with them and their families¹⁴ and by gaining knowledge about their communities, languages, and cultural backgrounds.

Accomplished teachers understand that a variety of factors including, but not limited to, language, culture, socioeconomic status, family configuration, sexual orientation, self-confidence, physical and social well-being, race, ethnicity, and gender, can influence learning and affect the nature of the interactions they have with students. They view the diverse backgrounds of their students as assets to teaching and learning. Accomplished teachers may therefore call upon children to share their life experiences they may also use English language learners fluent in another language as resources, asking these students to explain how a concept or idea might be expressed differently in their native languages. Middle childhood generalists acknowledge the individuality of their students while capitalizing on the similarities that unite these children. (See Standard II—Respect for Diversity.)

Accomplished teachers know that the interests young people share can provide contexts for engaging students in learning. Discussions about subjects such as music, entertainment, or sports can foster class cohesion while providing students with safe forums to express their individuality. Teachers carefully counter any gender, racial, ethnic, or other stereotypes that might appear during these interactions, doing so through their observation of the classroom environment as well as their selection of instructional topics. They may therefore use instances of stereotyping as opportunities to address the issue of individuality and respect in a constructive manner.

¹⁴ The terms family and parent are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children

Accomplished teachers know that changes in a child’s demeanor or schoolwork may signal the start of a significant developmental breakthrough or a problem requiring attention. Knowledge of the challenges that many young people face— poverty, family violence, health issues, divorce, or societal ills—may help shape teachers’ instructional decisions. They work to find solutions when students struggle with situations. For example, teachers may sometimes provide accommodations on homework assignments, though they do so while maintaining high expectations for students. Using different strategies as needed helps teachers respond and adapt to individual changes. By providing each student with additional opportunities to learn, middle childhood generalists help all students experience success, enjoyment, and a growing measure of self-confidence.

Students as Learners

Accomplished teachers hold high expectations for their students and believe that each student benefits when challenged. They are aware of the ways that students develop analytic and abstract thinking skills and provide appropriate opportunities for students to test their abilities. These teachers understand that all students have the capacity for reflection, self-evaluation, and analysis and are shortchanged if their schooling prioritizes the rote recollection of facts and skills. At the same time, teachers recognize that an understanding of, and proficiency with, basic tasks provides students with a foundation for success in problem solving and higher-level learning.

Accomplished teachers know that children learn in different ways. Some students are more comfortable working alone, while others prefer to work in teams. Teachers nurture a variety of strategically planned learning experiences to help students interact within the learning environment.¹⁵ They prepare students to work in collaborative and cooperative groups, some of which are teacher-guided and others student-led. They also provide support for students to work independently and represent their understandings in different modalities. Some students may express themselves more easily in writing than in group discussions, while others may thrive with the use of hands-on approaches or visual cues. Accomplished teachers combine their knowledge of students with their teaching experience and understanding of research to design innovative practices and utilize proven methods that promote learning for all students.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

¹⁵ Throughout this document, the term learning environment refers to the physical and virtual spaces in which students learn as well as the social communities in which they grow and develop. The term is thereby meant to represent the interrelation between the physical and social components of any classroom space.

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HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished health education teachers obtain a clear understanding of individual students, their family structures, and their backgrounds.	
<p>To chart an educationally sound course, teachers must know their students. Accomplished health education teachers continually learn about their students and make decisions about instructional content and strategies on the basis of their knowledge of the learning styles, backgrounds, experiences, and goals of their individual students. The decisions that teachers make about time, tasks, and materials begin with their judgment about where their students stand with respect to skills and concepts.</p> <p>Health educators hold high expectations for all students; at the same time, teachers are keenly aware that young people learn in various ways and at varying rates. Some students are more comfortable working in groups; some express themselves more easily in writing than in group discussions; others thrive with an abundance of visual cues or by working on individual projects. Students mature according to their own schedules, with wide differences in the timing of developmental and life experiences. Knowledge of such factors directs teachers as they design curricula, teaching strategies, assignments, and assessments.</p> <p>Accomplished teachers of health education recognize and make professional accommodations for variations in students' cognitive and physical development, gender, multiple intelligences, and learning styles. Teachers are also alert to students' emotional and social development and their relationships with peers and adults. Teachers use their knowledge of these student characteristics as assets to enhance learning, provide opportunities for autonomous activities and group interactions, and set the highest goals for all students at all developmental stages. Effective learning experiences meet the needs of all students in the class and demonstrate objectives that value each individual. Teachers constantly monitor and adjust to students' needs allowing for individual learners' differences while keeping overall instructional goals in focus.</p> <p>Practically everything about the learner is relevant information in health education, including an awareness and appreciation of the student's cultural, linguistic, and ethnic heritage; religious affiliation; family structure and setting; socioeconomic status; prior learning experiences; exceptional learning needs; sexual orientation; and personal interests, needs, and goals. Although class size and teaching load affect the</p>	

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depth of knowledge that teachers can acquire about students, accomplished teachers do their best to understand their students as individuals. The relationships that teachers develop with their students not only support student learning and development but also provide teachers with perspectives from which to view aspects of students' character, values, interests, and talents. Health educators therefore make an effort to know each student as a whole person.

Knowledge of students includes familiarity with the curricula of other academic classes as well as an awareness of various aspects of youth culture, which might include television programs and movies that students watch, music they listen to, sports they play, and other activities in which they involve themselves. The accomplished teacher takes this diverse knowledge into account in the daily interactions within the classroom. Teachers thus connect students' experiences with their explorations of health education, making the classroom activities relevant to students' lives.

Teachers employ various means to learn about students, their families, their communities, and their social and cultural environments. They actively and willingly listen to and observe students in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. They offer opportunities for students to share information and experiences and to establish an emotional rapport. Teachers enhance their understanding of students through discussions with family members and colleagues. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to ensure that they meet the unique and common needs of all students.

Further, knowing the individual student is vital to the health educator's goal of promoting healthy lifestyles. Teachers know that a solid rapport with students can encourage effective communication and high self-esteem and help students manage anger and stress, resolve conflicts, make friends, and resist negative peer pressure.

Accomplished health education teachers are firmly committed to expanding their knowledge of their students by astute observation and listening. As keen observers of students and as experts in their field, they understand student behaviors and attitudes well enough to recognize signs and symptoms of high-risk behaviors, and they recommend appropriate referrals for intervention. The broad knowledge that teachers acquire about the learning characteristics and developmental tendencies of the age groups with whom they work is key to recognizing and meeting their students' unique needs.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

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LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished library media specialists understand the academic, personal, and social characteristics of students and relate them to learning.	
<p>Knowledge of students involves understanding individual abilities and needs as well as human growth and development and current learning theories. Accomplished library media specialists¹⁶ are knowledgeable about the insights that current learning theories offer regarding how students learn best and the contributions such theories make to identifying and designing best practices. Library media specialists work effectively with students of all ages and abilities in a variety of settings and understand the academic, personal, and social characteristics that influence students’ learning. Based on the needs and characteristics identified, specialists develop and modify instruction and programs to make learning possible for all students. Specialists understand the positive effects that library media programs can have on students’ learning and lives.</p> <p>Knowledge of the Student as an Individual</p> <p>Accomplished library media specialists understand students’ characteristics, values, interests, and talents. Specialists are uniquely positioned to interact with and influence every student in the school as they work with them in a variety of curricular areas and interact with them as they progress through the grade levels. Specialists educate students in a variety of ways, from formal instruction to individualized attention, as students seek information for personal interests. The distinctive position occupied by specialists offers them knowledge of students as individuals, which can alert specialists to issues that other teachers may not have observed.</p> <p>Accomplished library media specialists are keenly aware that students come from a variety of family¹⁷ structures. Specialists understand that students’ needs vary based on the support they receive from home. They carefully consider policies and procedures to ensure the library media program best serves students. For example, the accomplished specialist may encourage a student to check out books at various reading levels because the specialist knows a family member reads with the child at home. Specialists are aware that home situations affect students’ needs for information and resources. For example, the specialist who knows that a student is</p>	

¹⁶ All references to *library media specialists* or *specialists* in this document, whether stated explicitly or not, refer to accomplished library media specialists.

¹⁷ *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

<p>struggling with a difficult home situation might show compassion by actively listening and suggesting resources related to the issue.</p> <p>Accomplished library media specialists are compassionate individuals who are attuned to personal issues that affect students. Specialists take time to discover individual students' interests and passions to build relationships with them. For example, the accomplished specialist may encourage and support students interested in digital photography in creating a digital literary magazine. Specialists actively solicit students' opinions and insights about the school, the library, and the resources in it.</p> <p>Accomplished library media specialists' knowledge of students' needs drives all facets of the library media program. Specialists are aware of such social influences as peers, families, popular culture, and social pressures. Specialists follow trends in literature, technology, gaming, music, sports, or fashion to understand the students' personal interests and needs. Because of this knowledge, accomplished library media specialists plan instruction and programs that address the individual needs of all students. For example, after observing a new student who is struggling to make friends, the specialist takes steps to connect the student with peers who have similar interests.</p> <p>Accomplished library media specialists recognize that library media programs affect student learning. Specialists understand that students perform at different reading levels, have various experiences of academic success, and have differentiated needs. Specialists take these elements into consideration when making selections for the library collection. For example, a library media specialist who notices a student struggling with a reading assignment may find alternative resources for that student at the appropriate reading level.</p> <p>Knowledge of the Student within the School</p> <p>Accomplished library media specialists recognize that students are products of their cultures and families. The school community¹⁸ itself is a culture in which every student should feel valued, and specialists understand and contribute effectively to this culture.</p> <p>Accomplished library media specialists understand that family structures vary and families' cultural, economic, and social situations have significant effects on how well students are prepared to learn and to succeed. For instance, specialists might assist students whose families are facing economic hardships by providing supplies for students to use at home to complete a project. They may also link families in need with appropriate social service agencies. Specialists ensure that the collection contains materials in which students see themselves and their families. For example, in a school with a high percentage of Spanish-speaking students, a library media specialist</p>	
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¹⁸ All references to the *school community* in this document refer to students, teachers, staff, and administrators.

<p>might build a strong collection of bilingual materials for students who are learning English and who wish their parents to read with them. A school’s collection may also contain materials that reflect families with single parents, with same-sex parents, or with more than one generation in the household.</p> <p>Accomplished library media specialists create environments that serve as safe havens to students who know their feelings and appearances will be respected. Specialists interact with students who are challenged with personal problems, such as self-esteem or peer pressure, and make information about these problems available in the library collection. For example, after meeting with the guidance counselor, the library media specialist may purchase resources that address students’ personal issues.</p> <p>Accomplished library media specialists may employ a variety of assessment strategies and exercise their skills as active observers to analyze the school climate. Specialists draw from this knowledge of the school environment and culture to make informed decisions to provide resources to meet students’ needs and interests. For example, after a recent increase in student suspensions related to bullying at the middle school level, the specialist may initiate a lunch discussion about a novel in which bullying is the theme. Accomplished specialists may also volunteer to mentor a student dealing with a behavioral challenge and encourage the student to work as an assistant in the library.</p> <p>Knowledge of Learning Theory</p> <p>With an understanding of how learning occurs, accomplished library media specialists act as instructional partners with teachers to help students achieve academically. Specialists understand the relationships between student learning and theories about cognitive processing, social learning, and human growth and development. Specialists make accommodations for individual differences and for approaches to learning related to age, gender, cognitive and motor skills, multiple intelligences, learning styles, motivational levels, and exceptionalities. Specialists’ knowledge of human growth and development and their insights into students’ behaviors enable them to understand how students perceive, access, and use information. Accomplished specialists provide physical and intellectual access to information in ways that reflect relevant learning theories. They work closely with individuals to help them find and select engaging resources and materials that are suited to individual learning needs, reading levels, and personal interests. For example, during a collaborative unit on “my neighborhood” with early childhood students or a research project on world exploration with secondary students, a specialist might integrate the use of models, local newspapers, maps, globes, or online satellite images.</p> <p>Accomplished library media specialists investigate current learning theories and draw upon these theories, as appropriate, to guide their decisions as they work with students. Specialists are sophisticated consumers of research who read professional literature, continue educational coursework, and engage in other professional</p>	
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<p>development. For example, specialists might participate in an online seminar on gender research and integrate their new knowledge into practice by establishing a gender-specific book discussion group. Specialists also may read research on how autonomy influences motivation toward learning and suggest choices for the final product of a poetry unit, such as an audio presentation, oral interpretation, written expression, or theatrical performance.</p> <p>Reflection</p> <p>Accomplished library media specialists get to know and understand students through their academic, personal, and social characteristics. Specialists reflect on students' growth and development and on how students learn best. Library media specialists assess students' characteristics and their own practices and programs to modify their instruction and to understand how best to meet all students' needs.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD I: Knowledge of Learners	
OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultural, and language learners.	
<p>Accomplished early and middle childhood literacy teachers¹⁹ are committed to knowing each student as an individual learner. Accomplished teachers have a thorough understanding of current research and theories about learning and child development, and they possess a deep and rich store of content knowledge and instructional strategies, all of which lend perspective to their instructional decisions. To complement this framework, teachers strive to acquire a particular understanding of each of their students as an intellectual, social, emotional, cultural, and literate individual. They gain this knowledge by closely watching, listening to, and conversing with all students, and by seeking information about each student’s home culture, family, and community life. These teachers then apply their knowledge of students’ individual histories to help determine what kinds of learning experiences will most benefit each student. Accomplished literacy teachers are aware that within diverse categories of student populations, a wide range of achievement and ability still exists. Teachers understand that there are also many individual variations in levels of academic performance and English proficiency within groups that are sometimes perceived as homogeneous. Therefore, accomplished teachers take these factors into account and make provisions in their instruction. Moreover, they adhere to the goals and accommodations within individualized educational plans for students with exceptional needs, and they extend their instruction for the optimal learning of these students.</p> <p>Understanding Learning and Child Development Theories</p> <p>Accomplished teachers have a thorough knowledge of current theories about how students develop and learn, and they understand the implications of these theories for literacy development. Teachers know that students learn by building on background knowledge and by encountering new concepts. They also recognize that</p>	

¹⁹ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished early and middle childhood literacy: reading–language arts teachers. These include general education and special services teachers, reading and literacy specialists, administrators, and others actively engaged in teaching reading–language arts.

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<p>learning is a social process and that students need multiple opportunities to discuss ideas with their teacher and peers, using language as a tool for constructing meaning.</p> <p>Accomplished teachers have a thorough knowledge of current child development theories, including knowledge about cognitive, social, affective, and physical developmental patterns; they have knowledge of the latest relevant research. Teachers use their understanding of major theories of child development as a foundation for their observations, analyses, and decision-making processes.</p> <p>Accomplished teachers recognize that a child’s development is a highly individual process which is influenced by a variety of factors, both in and out of school. They recognize that although students’ language acquisition and literacy development, including the acquisition of new languages, occur along a continuum, they do not always take place in a series of predictable, linear steps. Literacy teachers recognize that children’s knowledge, skills, and abilities emerge over time in dynamic and purposeful ways.</p> <p>Accomplished teachers create a safe learning environment,²⁰ knowing that students may be subject to circumstances beyond the control of the school and their families, which can affect a student’s literacy development. For example, a student may have experienced traumatic events such as war, natural disaster, or personal loss. Literacy teachers determine where a particular student is in the developmental process and where the student needs to progress; and teachers provide the appropriate contexts, instructional engagements, learning opportunities, and materials, coupled with purposeful support, to maximize students’ learning.</p> <p>Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner</p> <p>Accomplished teachers understand that early and middle childhood learners are naturally inquisitive and want to make sense of the world. Children constantly explore new ideas, relate these ideas to their previous understandings, construct hypotheses, and test their theories. Students in the early and middle childhood years want to connect to their peers, teachers, and members of their school, local, and global communities. These teachers know that students value interaction with others partly as a way of confirming or challenging what they already know. Literacy teachers structure students’ interactions to be positive and productive, leading to new insights, understandings, and questions. They engage students’ natural curiosity about the world to help students acquire and then flexibly apply the tools and skills they will need in order to become independent, self-regulated meaning-makers and language users.</p>	
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²⁰ In this document, terms such as *classroom*, *learning environment*, and *instructional setting* are used interchangeably. The terms are intended to be inclusive of whole-class, pullout, and other reading–language arts teaching contexts.

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

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

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

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

<p>Accomplished teachers are aware of the inequity that exists in regard to students’ access to technology. In the cases of students who have been surrounded by technology, teachers capitalize on their knowledge and expertise. In the cases of students who are less familiar with technology, teachers try to increase access and model related skills and provide meaningful engagements with a variety of technologies.</p> <p>Accomplished teachers perceive students’ individual attributes as strengths. They recognize students’ cultural, ethnic, linguistic, and family backgrounds; their interests, goals, and expectations for themselves; their prior dispositions toward school and learning; any exceptionalities that may have a bearing on their learning; their prior experiences; and any physical, medical, behavioral or emotional considerations related to literacy. Literacy teachers then use their knowledge of children to differentiate learning experiences for individual students, small groups, and whole class instruction. (See Standard III—Learning Environment.) For example, in the case of a student who has difficulty with written expression, the teacher encourages oral expression while carefully planning to support the student’s growth in writing. Teachers know how to create a secure, supportive learning environment that encourages each student to meet high expectations.</p> <p>Accomplished teachers know that students’ specific language abilities and literacy backgrounds have important implications for the kinds of learning activities that will benefit students most directly. Accordingly, they place a high priority on becoming aware of the characteristics of their students and then capitalize on students’ strengths and interests. They get to know their students as individuals, familiarizing themselves with attributes central to students’ identities. For example, they know how to best use student questionnaires and interest inventories in order to gain knowledge about students’ out-of-school interests. They discover what—or whether—their students read for pleasure. They find out how their students perceive themselves as readers, writers, listeners, speakers, and viewers—that is, as interpreters and composers of a wide range of texts. Accomplished early and middle childhood literacy teachers use their knowledge of individual students for the optimal impact of student literacy learning.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD III: Knowledge of Students.	
OVERVIEW: Accomplished teachers use their knowledge of human development and individual students to guide their planning and instructional decisions. They understand the impact of prior mathematical knowledge, home life, cultural background, individual learning differences, student attitudes and aspirations, and community expectations and values on students and their mathematics learning.	
<p>Accomplished teachers know their learners and use that knowledge to determine instruction. Accomplished teachers must know students well, both as early adolescent through young adult learners and as individuals learning mathematics. Mathematics teachers know that adolescents experience many intense emotional, physical, social, and intellectual changes over a relatively short period of time and that these changes may affect instruction and learning. At the same time, teachers know that the energy adolescents bring to the classroom might contribute to rich learning opportunities if channeled into appropriate activities. Teachers allow students to communicate their ideas while still guiding conversations toward the concepts being learned. Teachers also find ways to motivate students through connections to students’ worlds. For example, teachers might relate mathematic problems to currently available technology. Teachers realize that beyond interests in material items, students are dealing with finding a sense of belonging, which can directly affect what they are willing to do in front of their peers.</p> <p>Accomplished teachers recognize the variability in student development as students mature. Teachers understand the process of cognitive development in young people and know that students’ cognitive profiles differ. Teachers work collaboratively with specialists, as necessary, and support every student while maintaining high standards. Teachers also recognize the wide-ranging mathematics backgrounds students have. Teachers help students internalize the language of mathematics and its processes while recognizing that students learn through varying approaches.</p> <p>Accomplished teachers are also aware of the dispositions that students bring to and develop in the classroom. Such attitudes may include math anxiety, fear of failure, confidence in doing mathematics, perseverance, and valuing mathematics. These teachers are able to construct lessons and activities that build on and foster positive attitudes and minimize negative ones.</p> <p>Accomplished teachers are aware of the different ways in which students learn mathematics. In designing lessons, accomplished mathematics teachers are sensitive</p>	

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to how students with differing strengths, interests, and ways of learning come to understand mathematics, and how these students develop the reasoning processes and attitudes that characterize mathematical thinking. Teachers continuously update their knowledge, staying abreast of changes and strategies that most effectively address the ever-changing needs of students. This may be accomplished by participating in lesson studies, attending conferences, and reading professional journals. For example, after attending a conference, teachers could enter into an action research study implementing ideas learned at the conference. Teachers recognize the merits and limitations of different approaches to teaching and realize that all students benefit from a multiplicity of approaches that allow them to consider important mathematical ideas and concepts from several perspectives. For instance, a teacher could transform real world data into a graphical representation and then into a symbolic form to help students internalize the concept of an exponential function. On the other hand, teachers recognize that all students need to increase their comfort level with abstract reasoning as they progress through grade levels. For example, the concepts of limits and infinity could be illustrated by examining how the limit of $1/3, 2/3, 3/4, \dots, n/n + 1, \dots$ is 1.

The practice of accomplished teachers is distinguished by their capacity to integrate the goals of the curriculum with each student’s knowledge base. Teachers notice those students in all groups who have developed exceptionally high abilities or affinities and tailor programs to provide challenges and opportunities that support these students. These teachers’ lessons succeed, in part, because of their ability to recognize students’ strengths and to assess, anticipate, and address student difficulties, understandings, and misconceptions. (See Standard VII—Assessment.)

Accomplished teachers identify the strengths, interests, and experiences particular students bring to the mathematics classroom. When students do not have the prerequisite skills or have not had experiences conducive for studying a certain concept or skill, mathematics teachers adapt their teaching to acknowledge the skills and experiences of those students. Other strategies might include working with individual students, coordinating remediation opportunities, working with parents, or communicating with teachers in previous grades or courses. In addition, teachers know how to build upon students’ strengths as they develop, using them to deepen students’ knowledge in mathematics and to encourage them to apply mathematical understanding to other fields.

Accomplished teachers blend their knowledge of students, how students see mathematics, and how students develop new mathematical understandings into their instructional planning. These insights, along with the ability to identify exceptionalities in students, enable teachers to adapt their practice.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

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<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD I: Knowledge of Students</p>	
<p>OVERVIEW: Accomplished music teachers understand the cognitive, physical, and social development of students and know their musical background; they use this knowledge to foster productive relationships with students and to provide music instruction that meets their needs.</p>	
<p>In every facet of their teaching, accomplished music teachers’ knowledge of human development and of their individual students guides their decisions about how best to deliver beneficial, sequential, and high-quality music instruction to each student. Therefore, accomplished music teachers understand the aspects of human development that relate to the development of musical ability in the age group of students they teach. Teachers²¹ are aware of the wide range of musical backgrounds that students bring to the classroom. Accomplished music teachers organize this knowledge to form constructive and supportive relationships with students. Teachers also use various forms of observation as a means of furthering their knowledge of students’ ongoing development. Teachers use the information they gather—including their identification of students with special talents, unusual needs, or educational or physical exceptionalities—to develop strong relationships that help them provide a rich and rigorous music curriculum.</p> <p>Understanding the Cognitive, Social, and Physical Development of Students</p> <p>Accomplished music teachers are knowledgeable about the forms and the pace that cognitive, social, and physical developments take in young people, and they are aware that individuals mature at different rates. They are able to combine their knowledge of human development, of individual students, and of the music-learning process with effective classroom procedures to provide their students with appropriate and challenging instruction at all levels of musical competence.</p> <p>Teachers know that as children develop cognitively, their abilities to analyze, think abstractly, and consider multiple perspectives develop as well. Teachers use this knowledge to challenge their students and to deepen their musical maturity.</p> <p>Accomplished music teachers understand that such factors as language proficiency, socioeconomic status, ethnicity, and gender can influence learning. They see student diversity as an asset that can facilitate the pursuit of curricular aims. Teachers may, for example, invite students who are members of a cultural minority or for whom English</p>	

²¹ All references to *teachers* in this report, whether explicitly stated or not, refer to accomplished music teachers.

is a new language to share songs and musical traditions of their home cultures, provide pronunciation assistance, or explain lyrics in their home language. Knowledge of their students' cultural backgrounds and experiences, in addition to an awareness of the many life challenges that young people face, guides teachers as they design curricula, teaching, and evaluation strategies. (See Standard VI—Valuing Diversity.)

Accomplished music teachers are knowledgeable about how musical ability develops, particularly in relation to students' physical development, and they use this knowledge to plan and implement age-appropriate music instruction. For example, teachers understand children's vocal development and select experiences and repertoire accordingly.

Forming Constructive and Supportive Relationships with Students

Accomplished music teachers form productive relationships with students that help them interpret students' behavior and performance and understand students' needs. Teachers make an effort to get to know each student personally to the extent possible, even though class size and teaching load affect the depth of knowledge that teachers can acquire about students as individuals. The relationships that teachers develop with their students not only support student learning and development but also provide teachers with perspectives from which to view aspects of students' character, values, interests, and talents. Accomplished music educators therefore make an effort to know each student as a whole person, not solely as a subject for music instruction.

Accomplished music teachers employ their knowledge of human growth and development as a guide to the formation of their relationships with all students, including those with exceptionalities who may require instruction at a different pace or through varied formats, to ensure that the needs of every student are met equitably. Teachers know how to maximize the musical abilities these students possess.

Teachers understand the different stages that children go through as they begin to form bonds outside the family, and they recognize the importance of peer acceptance and the tensions between autonomy and conformity. Teachers also recognize the need that some students have to develop a relationship with a concerned adult from outside the family and are comfortable filling this role in an appropriate manner. They make themselves available to advise students on a wide range of issues, including academic progress, peer relationships, and extracurricular activities, to support learning and development.

Observing Students Insightfully

Accomplished music teachers develop a keen capacity for listening to and observing students. They listen willingly and actively wherever students express themselves, whether in the classroom, an individual conference, or an informal gathering. They

Knowledge of Students Standards

Updated 7/28/17

<p>observe students working in groups as well as individuals, noting their strengths and work styles. They enhance their understanding through discussions with parents, guardians, and other caregivers; conversations with colleagues; and an awareness of individual students' interactions with the larger student body. (See Standard VII—Collaboration.)</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

<p>PHYSICAL EDUCATION (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD I: Knowledge of Students</p>	
<p>OVERVIEW: Accomplished teachers attain knowledge of their students’ unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.</p>	
<p>Accomplished physical education teachers are committed to the belief that all students can learn and benefit from a healthy, active lifestyle.²² Physical education teachers are dedicated to knowing their students as individuals, and they utilize this knowledge to improve teaching and learning. They nurture positive relationships that help students feel valued, build their self-confidence, and motivate them to learn. An appreciation of the unique qualities and characteristics of students informs the instructional choices and teaching practices of accomplished teachers. They combine their knowledge of students with their expertise in physical education to determine how they can best meet the needs of single students as well as groups of learners. Physical education teachers know that developing strong relationships with students can inspire a passion for physical activity and wellness by promoting trust and encouraging a disposition for lifelong learning.</p> <p>Respecting Students as Individuals</p> <p>Accomplished teachers embrace their students’ unique traits. They understand that students possess a wide array of similarities and differences, and they respect each student’s ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language.²³ For example, a teacher who knows that a student will be fasting as part of a religious observation may plan modifications with the student and monitor the student’s activity. Accomplished physical education teachers are attuned to their students’ attitudes, abilities, personal interests, motivations, and prior learning experiences, as well as their learning styles. A teacher may thus have students journal about an upcoming activity to reflect on what they know, what they want to learn, how they hope to learn it, and what they believe they might gain from the experience. Physical education teachers obtain knowledge about their students intentionally and use this</p>	

²² All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished physical education teachers.

²³ The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

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information carefully to build productive relationships and shape instructional decisions.

Gaining Insight about Students

To learn how students express themselves and demonstrate their abilities, accomplished physical education teachers observe their students in different settings and listen to them in various contexts. Teachers create opportunities for purposeful dialogue so they can become better acquainted with their students and build trusting relationships. To this end, a teacher may watch a student at an afterschool event to learn about other aspects of that student’s personal interests and social interactions and then use the information to work more effectively with the student. Physical education teachers forge meaningful connections with students by remaining alert and attentive to significant developments in their daily lives.

Accomplished physical education teachers enhance their understanding of students by collaborating with colleagues and family members. Within the school environment, teachers exchange information in meetings and conferences to gain insight about their students. They have similar conversations with parents and families. For instance, when creating a behavioral plan, a physical education teacher may visit a student’s home or speak with a parent to obtain an understanding of the student’s life outside the educational setting. Physical education teachers implement a variety of methods to learn about their students and the individual needs they have

Accomplished teachers contextualize the knowledge they gain through a careful study of their students over time. For example, a physical education teacher may use a district database system to acquire information about one student’s health status, another student’s academic progress, and yet another student’s language growth. Researching pertinent information about students provides teachers with further insight to their students’ social, emotional, and physical development. The broad and deep understanding that accomplished teachers have of their students helps them determine how best to support and extend their students’ learning experiences. Accomplished physical education teachers consider multiple perspectives diligently when evaluating the needs of their students.

Creating Positive Learning Experiences

Accomplished physical education teachers reflect on their knowledge of individual students to create positive learning experiences. Teachers enhance student learning by utilizing different grouping strategies, teaching cues, management techniques, transitions, progressions, and modifications to equipment and space based on the awareness they gain about their students. When preparing for instruction, accomplished teachers consider variables such as class size, skill levels, and developmental levels relative to students’ physical, emotional, cognitive, and social characteristics. Teachers adapt lessons for each class to meet their students’ individual needs. They understand the importance of responding to their students in

positive, personal ways, and they celebrate their students’ efforts and accomplishments to build effective, supportive relationships with them. Accomplished teachers acknowledge their students as individuals, understand how they function within groups, and manage group dynamics to ensure that every student can enjoy a successful outcome within a productive learning environment.²⁴ (See Standard VII— Teaching Practices.)

Conclusion

Accomplished physical education teachers strive to become trusted partners within their students’ support systems. They create opportunities for students to develop their skills in emotionally, physically, and socially safe environments. Recognizing the important place in the lives of students, teachers cultivate learning experiences that allow students to interact with one another and express themselves in ways that are not readily available in other academic areas. Physical education teachers communicate enthusiasm for their subject matter in a positive, caring manner that demonstrates the respect and appreciation they have for the skills, abilities, qualities, and characteristics of each student. Accomplished teachers believe that knowing students is vital to shaping meaningful relationships with them and fostering beneficial attitudes toward lifelong physical activity.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

²⁴ In this document, the terms *learning environment* and *classroom environment* are used interchangeably, since the classrooms of physical education teachers vary based on the different locations in which they instruct their students.

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<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD I: School Counseling Program</p>	
<p>OVERVIEW: Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.</p>	
<p>Accomplished school counselors serve as advocates and leaders for the development, implementation, and management of a school counseling program that is comprehensive, and they use the framework of such a program to organize their school counseling activities. They are expert in the elements of the program— foundation, delivery system, management system, and accountability—and their interrelationship. They deliver a program that is data driven, that is relevant to both students and the local community, and that focuses on academic, career, and personal/social competencies and on desired outcomes for student achievement. They clearly communicate the purpose and structure of such a comprehensive school program so that all stakeholders are aware of the importance of the program to the mission of the school and the success of its students. Accomplished school counselors use formal and informal assessments to evaluate students and programs. Using these data and their knowledge of students and the school community, they advocate for changes in the school counseling program to enhance effectiveness in achieving student outcomes, program goals, and the school’s mission.²⁵</p> <p>Foundations of the Program</p> <p>Accomplished school counselors know that the foundation of a school counseling program consists of its beliefs (i.e., philosophies and assumptions); mission; student competencies found in the academic, career, and personal/social domains; and program accountability. They can articulate how the program supports the mission of the school by promoting and enhancing the learning process of every student through integration of academic, career, and personal/social development.</p> <p>Using their knowledge of the history, theories, and techniques in their field, accomplished school counselors establish their own philosophy of school counseling</p>	

²⁵ This standard includes material drawn from the following sources: American School Counselor Association (ASCA), *National Standards for School Counseling Programs* (Alexandria, Va.: Author, 1997). Gysbers, Norman C., and Patricia Henderson, *Developing and Managing Your School Guidance Program* (Alexandria, Va.: American Counseling Association, 2000). Moreno Valley Unified School District School Counseling Department, *Moreno Valley Unified School District Program Model* (Moreno Valley, Ca.: Author, 1999). Tucson Unified School District Guidance and Counseling Department, *Program Handbook* (Tucson, Ariz.: Author, 1999). Also consulted was ASCA, Draft, *National Model for School Counseling Programs* (Alexandria, Va.: Author, in press).

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<p>programs. They believe that every student has a right to benefit from a school counseling program that is comprehensive and proactive and that focuses on prevention and on students’ developmental needs. School counselors work to achieve support among all personnel involved in managing and implementing the program.</p> <p>Delivery of the Program</p> <p>Accomplished school counselors recognize that a school counseling program that is comprehensive has the potential to mobilize resources on behalf of every student. Through skillful planning and intentional allocation of their time, school counselors²⁶ are able to shift their emphasis from reactive, responsive services to proactive, prevention activities that can reach more students. By changing their focus and time to reach every student in a meaningful way, they are better positioned to advocate for programs and policies that support academic, career, and personal/ social development.</p> <p>This school counseling program is student centered and outcome driven. It is a framework that facilitates communication among counselors and among members of a school learning community. Through this framework, school counselors join with instructional teams, administrators, parents²⁷ agencies, and business and industry to maintain high academic standards, increase safety and security, and invite every student to stay in school and reach new heights of success. School counselors also provide direct services to students and their parents and indirect services through teachers and other professionals. They are comfortable and skilled working with individual students, small groups of students, a full classroom, or the entire student body. They raise visibility of what they do and how they work, and they commit to being accountable for achieving student outcomes.</p> <p>Guidance Curriculum</p> <p>Accomplished school counselors deliver a guidance and counseling curriculum composed of organized, sequenced objectives and activities centering on academic, career, and personal/social development of students. Through a systemwide needs assessment, school counselors identify student competencies for their schools. These competencies provide the content for their school counseling programs. (See Standard II—School Counseling and Student Competencies.) For example, after analyzing the needs assessment, the accomplished school counselor may determine that it would be necessary to deliver lessons on self-respect, study skills, critical thinking skills, résumé writing, interviewing skills, friendship skills, or personal safety.</p> <p>The school counseling curriculum can be delivered in stand-alone lessons or</p>	
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²⁶ In this document, all references to *school counselors*, whether stated explicitly or not, refer to accomplished school counselors.

²⁷ *Parents* is used in this document to refer to the primary caregivers and guardians of children.

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integrated throughout the school curriculum. School counselors develop units with sequential lessons to achieve goals. Often, school counselors will team with classroom teachers on delivering lessons or will consult with teachers on how to integrate the school counseling curriculum into the teacher’s subject-specific plans. For instance, a school counselor could address character education or career planning in conjunction with a teacher’s literature lesson. School counselors also possess a broad repertoire of strategies to engage students in active learning. They may use simulations, games, structured activities, manipulatives, support groups, guest speakers, or discovery learning.

Individual Planning

Through effective assessment, advisement, placement, and follow-up, accomplished school counselors help students and their families develop and maintain a clearly identified but flexible direction while enrolled in that school. They systematically monitor students’ academic progress, present career development information, and provide counseling or references for personal/social development.

School counselors encourage high aspirations and challenging coursework in conferencing with student and parents. They also may facilitate student-led conferences where students share academic portfolios with their parents as they explore goals together. When a student is not demonstrating satisfactory growth in an academic program, the school counselor collaborates with teachers, parents, and students to design an academic program that more closely matches the student’s goals and aspirations and allows the student to experience success. School counselors help the students and their parents decide on proper placement and reasons for the lack of growth. If the issue is related to motivation, the school counselor works with the student and teachers to develop a plan to improve academic progress. As systemic thinkers, school counselors are comfortable with district, school, class, and individual records of progress and the future importance of these records to students. School counselors are able to interpret these records to inform all stakeholders of the progress of every student.

Responsive Services

The education community calls upon school counselors during times of personal, interpersonal, or schoolwide duress. Accomplished school counselors respond quickly, calmly, and effectively to issues such as child abuse and neglect, grief and loss, suicide, violence, teasing, bullying, sexual harassment, and conflict. Skilled in teamwork, they are adept at forming, facilitating, and managing multidisciplinary approaches to problem solving on behalf of individual students, small groups, or the entire school. School counselors demonstrate effective individual and small-group counseling skills, and they form various student counseling groups that address the needs of the school. Accomplished school counselors consult with staff and other professionals and make appropriate referrals. When appropriate, they refer students with problems such as depression, eating disorders, and substance abuse to other

<p>appropriate professionals, or they collaborate with others to apply widely used interventions for these students.</p> <p>Accomplished school counselors notice when individual teachers need support. Because school counselors are often the first to be aware of members of the school community who may be struggling, they are well positioned to serve as mentors, consultants, and referral agents. Teachers new to the profession or new to the school, as well as more experienced teachers, can benefit from a skilled school counselor who can help them cope with such issues as job stress and challenging student behavior. School counselors model stress management and demonstrate effective approaches for managing disruptive classroom behavior. They advise teachers on how and when to refer students for academic support and on ways to interact with parents.</p> <p>System Support</p> <p>Accomplished school counselors are in the unique position of viewing the entire school community and the entire academic, career, and personal/social development of students. They serve as a liaison among all of the stakeholders and the student in order to ensure successful student development. School counselors recognize that individual student success depends on cooperation and collaboration among all stakeholders. They facilitate communication among teaching staff, administration, families, student services personnel, agencies, businesses, and other members of the community for the benefit of all students.</p> <p>As advocates for individual students, school improvement efforts, and the school counseling profession as a whole, accomplished school counselors provide visible school leadership and confront relevant, high-impact issues while they promote the wellbeing of every student. They help design, plan, implement, and assess schoolwide initiatives, such as academic improvement or anti-bullying programs. As specialists in human development, they are integral parts of school improvement teams that focus on the education of students. (See Standard III—Human Growth and Development.) They share responsibility with teachers and administrators for helping students meet academic standards and school goals.</p> <p>Management of the Program</p> <p>Accomplished school counselors are flexible thinkers who are willing to make adjustments to their program when presented with sound documentation to support new methods. They are innovative and balanced thinkers who combine their management skills, professional knowledge, and outstanding interpersonal skills to deliver a program that meets the missions and goals of the students, the program, and the school. Their belief in the value and potential success of all students as well as their own problem-solving skills and visionary perspective enable accomplished school counselors to act as advocates to maintain a student-focused program.</p>	
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Management Agreements

When planning the school counseling program, school counselors work collaboratively with colleagues, including teachers and administrators, to establish clear agreements of responsibility. Accomplished school counselors are systems thinkers who intentionally use data, plans, and schedules to guide decision making. They share this information with administrators to reach a consensus on the organization and responsibilities of the school counseling department.

Action Plans

Accomplished school counselors use their strong organizational skills and available data to develop an action plan that addresses student competencies and matches these competencies appropriately to activities, materials, and curricula. Accomplished school counselors use these action plans to help students acquire, develop and demonstrate competencies within the three domains of academic, career, and personal/social development.

Use of Data

School counselors collect and evaluate process and outcome data using appropriate evaluative instruments; compare results with expectations; document short-, intermediate-, and long-range impacts of the school counseling program; and adjust the program accordingly. They show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs. For example, a school counselor who has collected data showing that 20 percent of students in the school have failed mathematics would use the data to create a conversation on the need for a plan to increase student academic success in mathematics. The educational team, of which the school counselor is a part, would determine what student competencies are required for success; develop a plan; determine where those competencies are being taught in the school curriculum, where additions need to be made, and how best to incorporate those competencies into the school day; arrange appropriate follow-up to evaluate the plan and make necessary changes; and use these data as part of an ongoing evaluation of the school counseling program.

Use of Time

Accomplished school counselors continually evaluate time allocations for the delivery of the school counseling program. They understand the necessity for program balance and maintain a balance among delivery system, management system, and accountability while understanding that student achievement is their main priority. They customize time allocations for their program based on sound evidence of student and community needs, and they do so in the spirit of contributing to the overall school mission. They recognize that the components of a school counseling

<p>program are not independent, but interdependent, which complicates accurate time-utilization studies. For example, is counseling a depressed student part of responsive services, or could the session be related to motivational issues that support a student’s individual plan for meeting school and career goals? Accomplished school counselors deal with such ambiguities and maintain their commitment to students.</p> <p><i>Calendars</i></p> <p>Accomplished school counselors are able to view the entire school and school year with an eye to the importance of clear schedules and timing. They work with the school administrator to create a shared vision that ensures that the program’s goals are obtained. They develop and maintain a master calendar that ensures that students, parents, teachers, and administrators know what is scheduled in order to optimize participation and planning. For example, the accomplished school counselor establishes a schedule for schoolwide counseling activities and provides that information to all involved parties.</p> <p><i>Advisory Councils</i></p> <p>Accomplished school counselors recognize the importance of involving all stakeholders as they consistently review their program in relation to best practices and align it with federal, state, and district requirements. They seek the input of others to review their program’s goals and results. As a formal structure they may establish an advisory council that consists of students, parents, teachers, administrators, and colleagues who periodically review the program goals, competencies, and results and make recommendations to the school counseling department, principals, and others. Composition of the advisory council should reflect the diversity of the community and should include representative stakeholders of the school counseling program. (See Standard VII—Collaboration with Family and Community and Standard X— Leadership, Advocacy, and Professional Identity.)</p> <p>Accountability of the Program</p> <p>Accomplished school counselors accept accountability for the school counseling program and utilize data to report the effectiveness of the program to all stakeholders. They know that they must collect data both before and after the school counseling activity in order to answer the key questions that underlie all of their choices—How were students changed? How was the school affected?</p> <p>Accomplished school counselors collect, analyze, and evaluate data that link the school counseling program to students’ achievements and academic successes. They use data to show what activities enabled them to achieve their planned goals and what activities need to be adjusted. They develop reports that include short-term, intermediate, and long-term results that become baseline data for continuous</p>	
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<p>program improvement.</p> <p>This accountability for the program includes evaluations of school counselors that reflect the unique training and responsibilities of their profession. Such areas as professionalism, program implementation, and program evaluation appear in the tools used to examine basic standards of practice expected from a school counselor. The accomplished school counselor uses these tools for self-evaluation and to create a professional development plan. (See Standard XI—Reflective Practice.)</p> <p>The accomplished school counselor completes a yearly program audit for the purpose of collecting information to guide future actions of the program and to improve future results for students. Program results are shared with all stakeholders in order to promote collaboration that advocates for continuous and seamless student and program growth. (See Standard IX—Student Assessment.)</p> <p>Accomplished school counselors recognize multiple opportunities to apply foundational knowledge and finely honed counseling skills in the delivery of the school counseling program. They are systems managers who use their excellent communication, relational, and group-process skills to address significant issues facing students, teachers, administrators, and parents. They believe in the importance of accountability in providing a school counseling program that provides for the success of every student. Through the interrelationship of all of these elements of the school counseling program, accomplished school counselors advocate for schools and students.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Understanding Students	
OVERVIEW: Accomplished science teachers continuously seek to understand their students, and they use this knowledge to enhance student learning.	
<p>Introduction</p> <p>Accomplished science teachers²⁸ possess a deep understanding of their students’ readiness for learning, developmental characteristics, backgrounds, and learning profiles—including their approaches to learning science. Accomplished teachers’ appreciation of their learners is rooted in a knowledge of early adolescent and young adult learners and is refined through extensive experience working with individual students. Teachers gain insight into their students through both formal and informal activities, ranging from administering surveys to interacting with students in the cafeteria. Accomplished teachers understand that students exhibit a wide range of abilities and that individual students may excel in some respects and need support in others.</p> <p>Accomplished science teachers continuously monitor their students throughout the year in order to expand their understanding. Teachers apply their knowledge of students to seek out appropriate resources, differentiate instruction, and improve learning. Accomplished science teachers use their knowledge of students to ensure that all instruction meets students at their current emotional, social, and developmental levels and supports moving them forward. Teachers frequently communicate, through both words and actions, the belief that all students can learn science.</p> <p>Accomplished teachers have a genuine interest in their students. They model respect within their classroom and promote respectful behavior among their students. Accomplished teachers know that it is essential to understand students in order to meet their learning needs, and they value creating productive and positive relationships with students as vital to building community and creating an environment that is conducive to success.</p>	

²⁸ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished science teachers.

Academic Readiness for Learning

Accomplished science teachers perceive that their students' readiness to learn science is ever-changing rather than fixed. Accomplished teachers understand that readiness is multidimensional and that students may be ready to learn one aspect of science but not yet ready to learn a related concept or skill. For example, a student might know the general chemical equation for photosynthesis but not yet be ready to build a conceptual model to match the equation.

Accomplished science teachers realize that students' readiness for learning particular science content and skills depends on two major academic dimensions: their general academic background and their skills and knowledge specifically related to science. Accomplished teachers carefully preassess their students in regard to both of these dimensions.

Accomplished science teachers begin by obtaining a broad sense of the strengths and needs of their students in regard to reading and writing, numeracy, analytical skills, technological skills, collaboration, inquiry, and processing. Strategies for gathering this information include examining students' academic records; administering pretests; making observations; discussing students with colleagues; partnering with parents²⁹ to learn about students' interests, past difficulties, and successes; and conversing with students themselves. For example, an accomplished teacher striving to understand students' reading needs might consult with a reading coordinator in order to access students' reading scores.

Accomplished science teachers determine the scientific background that students bring to a particular subject or unit. Teachers are familiar with the details of the science curriculum in their school or district and the opportunities that their students have had to learn science. In the case of students who have transitioned from other schools, accomplished teachers seek to become familiar with the curriculum that students experienced. Teachers do not automatically assume that students have mastered this entire curriculum. Teachers know that students may have gaps in their understanding of some science concepts and that it is the teacher's responsibility to identify and address those gaps. For example, a student who lacks an understanding of mass and volume will need explicit, meaningful instruction in those concepts before the student can understand density. (See Standard III—Curriculum and Instruction.)

Developmental Characteristics

Accomplished science teachers understand their students' sociocultural, emotional, intellectual, and physical development, and they use this extensive knowledge base to maximize instruction. Accomplished teachers keep up with current research on child

²⁹ The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

development and learning. (See Standard V—Learning Environment and Standard VII—Advancing Professionalism.)

Accomplished science teachers are aware that a student’s degree of social and emotional confidence influences learning. Teachers understand the social and emotional needs typical of the age group that they teach, and they comprehend how these needs impact classroom dynamics. For example, teachers understand that the social inclinations of their students affect how productively they can work in groups. Teachers are sensitive to developmental issues related to self-image, societal expectations, family structure and dynamics, and changing peer influences. Accomplished teachers are intentionally aware of current adolescent trends and cultural changes, and they know how to appropriately incorporate aspects of preteen, teen, and young adult culture into science education.

Accomplished science teachers understand that their adolescent students become increasingly capable of sophisticated thought, such as abstract and spatial reasoning, over time. Teachers make the effort to discern the intellectual capabilities of students, understanding that students’ cognitive abilities may vary dramatically. Because accomplished teachers know that their students are beginning to become aware of their own thought processes, they understand the benefits of providing students with opportunities to assess the strengths and weaknesses of their own approaches to problem solving.

Accomplished science teachers understand that developmental progress can vary greatly across the population, and that there are no distinct boundaries dividing early adolescents and young adults. For example, a given 17-year-old could be less developmentally ready to comprehend scientific concepts than a particular 11-year-old. Accomplished teachers combine their knowledge of developmentally appropriate, age-based strategies with their own observations in order to differentiate instruction in a way that is appropriate for their students. Accomplished teachers can provide evidence of how they differentiate content, processes, and products to accommodate their students’ developmental differences. (See Standard III—Curriculum and Instruction.)

Accomplished science teachers understand that physical development affects how a student thinks, behaves, is treated, and learns in the classroom. For example, a smaller student who appears younger may be treated as less mature intellectually than the student actually is. Accomplished teachers make modifications to the classroom environment and instructional strategies to accommodate the physical changes that their students are experiencing. These teachers also invite parents and colleagues to assist in supporting students during these changes. (See Standard V— Learning Environment.)

<p>Learning Profile</p> <p>Accomplished science teachers are aware that students have different learning profiles, and teachers choose or design curriculum and instructional strategies that give educational access to all students. Accomplished teachers adjust to the varied learning styles and personality profiles of their students. Teachers are proactive in learning about the exceptionalities and language needs of their students as they relate to their students’ learning goals and specific accommodations. They know how to support and challenge gifted and talented students, English language learners, students with exceptional needs, and others. Accomplished teachers design instruction that emphasizes students’ strengths and raises their abilities in areas that are not as strong. Accomplished science teachers also understand that students choose to use their knowledge and skills in many different ways and provide opportunities for students to do so. (See Standard III—Curriculum and Instruction and Standard VIII—Diversity, Fairness, Equity, and Ethics.)</p> <p>Accomplished teachers are aware of what engages and motivates their students, and they use this knowledge to plan instruction. Accomplished teachers make use of their students’ strengths and preferences to help them learn science. For example, a teacher might give students opportunities to use art, music, storytelling, building, crafting, and technology to explore and apply their understandings of natural phenomena.</p> <p>Relevant Student Background</p> <p>Accomplished science teachers are sensitive to how students with diverse abilities, interests, experiences, linguistic heritages, socioeconomic statuses, ethnicities, religious traditions, sexual orientations, body images, geographic references, and family backgrounds and configurations come to understand science. Accomplished science teachers realize that whereas some aspects of a student’s background are obvious, others are subtle or even hidden. Furthermore, even if an issue is not particularly sensitive with regard to the student, it may be sensitive with regard to a friend, sibling, or loved one. Accomplished teachers understand their students’ backgrounds, but they also make a strong effort to be tactful in their discussion of all sensitive issues.</p> <p>Techniques for Learning about Students</p> <p>Accomplished science teachers are aware of the many ways they can learn about their students. Teachers are proactive in soliciting feedback directly from students to determine their learning styles, their abilities, and the activities they prefer. Teachers may use autobiographies, questionnaires, interviews, and conversations to elicit this information. By knowing their students, accomplished teachers find ways to make science content and instruction both valuable and meaningful.</p> <p>Accomplished science teachers are aware of the changing nature of student strengths</p>	
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and needs; thus, teachers continually look for information by examining student work and communicating with colleagues and parents to better understand their students. In addition to accessing individual student data, teachers make efforts to learn about the sociocultural aspects of students' communities. If information is not easily available, accomplished teachers are creative and persistent in seeking out other resources.

Diversity, Fairness, Equity, and Ethics

Accomplished science teachers use their knowledge of students to ensure an equitable and fair classroom. Teachers ensure that they meet the needs of all students while maintaining high expectations for all. Accomplished teachers make an effort to uncover their own assumptions and biases and do not allow them to interfere with student learning. Teachers make a concerted effort to expose all students, especially traditionally underserved students, to a variety of learning experiences, such as summer opportunities, workshops, speaker series, and internships, so they can recognize that science is an important part of their lives. Science teachers encourage all students to see that they can pursue science and science-related careers, and teachers often act as mentors or seek out other appropriate mentors for students.

Accomplished science teachers use their understanding of students to address issues of diversity in their teaching. They learn about and show respect for students' belief systems, especially when addressing controversial subjects. Teachers are sensitive to the ways they discuss different family structures. When it is appropriate to do so, they link issues in science with students' personal and cultural backgrounds, being sure to do so in a way that recognizes the complexity of these interactions.

Accomplished science teachers are sensitive to the confidential nature of personal student information. They are knowledgeable about the ethical and legal responsibilities related to their knowledge of students; for example, teachers know what they are legally required to report in an effort to protect and keep their students safe. Accomplished teachers carefully follow ethical guidelines regarding the sharing of information. For example, they keep their students' grades, medical records, IEPs, and other personal information confidential. Accomplished teachers educate other teachers in these areas and advocate for sensitivity and confidentiality related to student information. Accomplished teachers model discretion for all of their colleagues. For example, they intervene tactfully but firmly if they overhear other teachers discussing students in a public space such as a hallway. (See Standard VIII—Diversity, Fairness, Equity, and Ethics.)

Reflective Practices

Accomplished science teachers continuously reflect on how well they know their students and how they use this information to inform their instruction. Through daily instructional and assessment practices, accomplished teachers reflect on their students' readiness for learning in relation to specific goals. They reflect on how best

to identify content gaps, literacy levels, and other elements that contribute to readiness, and they use this information to develop lesson plans and select instructional materials. Accomplished science teachers reflect on whether they have differentiated instruction and assessment to ensure that readiness needs have been addressed.

Accomplished science teachers reflect on their ability to identify the developmental stages their students are going through and how they use this understanding to frame instructional practices. Teachers understand that the developmental process varies greatly among their students and reflect on the degree to which their instructional activities are supportive of these differences.

Accomplished science teachers realize that reflecting on learning profiles is a vital part of understanding the whole student. Accomplished teachers reflect on their knowledge of the wide range of learning styles and preferences that exist in their classrooms. They determine if student needs are being met by looking for understanding during science discourse and by assessing students' abilities to answer complex questions. When teachers determine that there are student needs that they cannot address by themselves, they reflect on ways to obtain additional information and ideas from colleagues and others.

Accomplished science teachers reflect on what they know about their students' backgrounds and how they implement this knowledge to enhance student learning. They reflect on how they can update their understandings of exceptionalities and other aspects of students' backgrounds through professional development, conversations with colleagues, and other appropriate means.

Accomplished science teachers reflect on the techniques they use to learn about students. They ponder whether their techniques effectively elicit the information they are seeking. Teachers also reflect on how they can make the process of learning about students appropriately transparent and seamless.

Accomplished science teachers reflect on the degree to which they are aware of and responsive to the diversity within their classroom. They reflect on the assumptions they make about their students, possible biases they possess, and how they can use their knowledge of students' backgrounds to ensure a fair and equitable learning experience. Accomplished science teachers reflect on whether they have provided accommodations and flexibility in their instructional practices in such a way as to reach their students. Accomplished teachers reflect on their sensitivity in exploring and discussing their understanding of students.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

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SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Knowing Students	
OVERVIEW: Accomplished social studies–history teachers are knowledgeable about students as individuals and as members of families and communities and use their knowledge to strengthen relationships and increase student achievement. Teachers are also knowledgeable about students’ development and their conceptualization of social studies–history.	
<p>Introduction</p> <p>Accomplished social studies–history teachers³⁰ strive to make personal connections with each of their students to increase student achievement. Teachers bear in mind students’ cognitive, social, physical, and emotional development in making instructional decisions. Teachers consider that the variety of student backgrounds contributes positively to classroom learning, and teachers work to expand and develop students’ abilities, perspectives, and knowledge. Teachers are knowledgeable about how students function in the classroom setting; how they interact with teachers, other students, and wider communities; and their varied interests and ways of learning. Teachers treat all students as individuals, yet they also recognize that students are part of families and larger social groups that may significantly influence their ideas and behaviors. Teachers know how students conceptualize their membership in society and how that idea influences their learning of social studies–history content.</p> <p>Knowing the Individual Student</p> <p>Accomplished teachers capitalize on their knowledge of students’ cognitive, social, physical, and emotional development. Teachers stay abreast of current research regarding students’ developmental levels, using it to plan as well as to guide students in examining their life stages and membership in society. Teachers combine knowledge of general development with knowledge of individual students to design and provide appropriate instruction. They also choose the most effective classroom procedures to stretch and challenge students at all levels of ability.</p>	

³⁰ All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of social studies–history.

Accomplished teachers draw upon students’ backgrounds, experiences, and interests to motivate and engage them in the study of social studies–history. Teachers focus on the richness of students’ experiences and their diverse backgrounds to create a safe place where students can take academic risks. Teachers recognize that learning requires students to develop new skills, form hypotheses, and learn from successes and errors. Teachers look for specific places in their curriculum for students to find themselves within the subject matter. For example, teachers may use students’ experiences with spending to explore economic trade-offs, or they might use students’ conceptions of and experiences with authority to introduce particular periods in U.S. or world history. Teachers utilize students’ background knowledge in areas related to the curriculum, and they encourage students to share what they know in a reasoned and informed manner. When possible and appropriate, teachers give students choices in the topic of study or method of presentation so they can explore individual areas of interest while using the tools of that subject area.

To gain a better recognition of students’ needs and strengths, accomplished teachers may look at students’ previous academic records and cumulative files or speak to their family³¹ members, other classroom teachers, or other appropriate school personnel. Teachers use formal and informal methods to assess students’ knowledge and skill levels as well as to inform their teaching practices. For example, teachers may issue a pre-test of subject matter and skills, examine student writing samples, or survey students’ content background knowledge regarding the content. (See Standard IV—Instruction.)

Accomplished teachers proactively work to ensure that students with exceptional needs have full access to the depth of content. As appropriate, teachers implement instructional strategies, develop concepts, and organize the curriculum to tailor it for students with exceptional needs. For English language learners, teachers diligently integrate language-learning considerations and objectives and provide appropriate materials to allow access to the depth of content and full participation in the life of the classroom. An economics teacher, for example, might provide practice in using terms and concepts with specialized disciplinary meanings that differ from their use in conversational speech or informal writing, such as the differences among money, income, currency, and wealth.

Accomplished teachers know their students’ academic needs and strengths and provide a variety of resources, activities, and assessments that match students’ ways and levels of learning. Teachers differentiate lessons so that all students rise to their highest potential. They engage students in multiple modalities of learning, for example, by providing visual representations along with written texts on the Han, Gupta, Aztec, Greek, and Roman empires. Similarly, when possible, teachers may

³¹ *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

give students choices in demonstrating their knowledge or competency; for example, they may allow students to give oral presentations; write essays, letters, or poems; or create movies or posters. Teachers find ways to engage students who have lower reading levels or who require specialized plans. For example, teachers may find varied reading materials, audio books, or graphic novels about other cultures; use graphic organizers and other forms of scaffolding; or partner with other in-school support programs.

Accomplished teachers actively pursue professional growth opportunities and seek resources to integrate all students into classroom life. Teachers adapt and modify their practices for students with different needs and continually reflect on how to meet the needs of all learners. If specialized teaching techniques, equipment, materials, or specialists are needed, teachers work within school communities to locate such resources and to see they are used effectively. For example, teachers might seek professional development on topics such as accommodating students with exceptional needs.

Accomplished teachers know the unique needs of students and make use of specialized staff and programs to support them. For example, the teacher may ask the school psychologist to conduct group discussions on issues of interpersonal respect when students are facing harassment and bullying. Teachers may partner with the English language learning program coordinator and local community groups to assist students who are new to the country to learn about the local school system and how to navigate it. Teachers recognize the limit and scope of their influence both inside and outside the classroom and proactively seek assistance to facilitate students' achievement.

Accomplished teachers know that students are social beings. They acknowledge factors that have shaped students outside the classroom as well as the relational dynamics in the classroom and school at large. Teachers respond to these forces purposefully and strategically by being deliberate about the physical environment of the classroom and student seating arrangements; by carefully grouping students in cooperative tasks; and by creating opportunities for all students to develop respectful interactions with one another. Teachers are particularly attuned to ways that students develop their own social hierarchies, and they create a social and academic safety net for all students.

While working to develop personal responsibility and a habit of persistence in their students, accomplished teachers work with each student to define and create a plan to achieve goals. Teachers know students sometimes face frustrations and challenges. They instill in students the ideas that learning can be difficult; that experimentation is essential; that people learn from false starts and failures; that as much can be learned from making mistakes as from providing the right answer; and that fully grasping a subject requires recognizing its complexity. Teachers are aware of effective ways to offer encouragement and constructive criticism. They also recognize that progress and accomplishment are key components to students'

<p>feelings of self-worth and academic success. For example, teachers may confer with students to jointly decide pacing and assessment of a project or unit.</p> <p>Knowing Families and the Community</p> <p>Accomplished teachers recognize that to know students well is to know and collaborate with their families and communities. Teachers not only get to know individual family members and caregivers of their students but also examine the larger communities and cultures within which students function. When students come from backgrounds where the nature of education and the role of teachers differ from those of the school, teachers provide clear information regarding expectations and how students can succeed in the classroom and school setting. Teachers look for opportunities to orient students’ families to the school, and they help them connect to and become comfortable with the classroom and the larger educational community. For example, teachers may reach out to families by making positive telephone calls, using a third-party language line or interpreter, meeting at nontraditional and neutral sites such as community centers, or partnering with other teachers for a meet-and-greet dinner or dessert social event.</p> <p>Accomplished teachers assist families by serving as advocates for students within the school. For example, they discuss with students course selection and consequences of such decisions, including the importance of planning for the next level of education. Families are central to students’ learning and success, and teachers strive for ways to partner with them. Teachers know which families need special assistance in functioning and communicating within the educational environment, and teachers seek resources to bridge barriers through use of interpreters, translated reports, and other adaptations.</p> <p>Accomplished teachers know students, their families, and the nature of their communities and are articulate and proactive in educating them about curriculum and instructional practices. This knowledge is especially important if potentially controversial topics are studied. For example, in a community that tends to be homogeneous in terms of religion, teachers may explain to students and families that the purpose of studying other religions is not to influence beliefs but to recognize factors that influence history, cultural practices, or politics in world regions. Teachers recognize the school and community in which they teach can sometimes determine which topics might be considered controversial. They respect that students may enter the classroom with particular views shaped in part by their families or communities. Without making students feel threatened in their beliefs, teachers examine with students the value of considering multiple perspectives on controversial topics. For example, teachers might encourage students to analyze a variety of perceptions and consequences of economic inequality, environmental regulation, alternative family structures, or other social issues.</p> <p>Knowing How Students Conceptualize Social Studies–History</p>	
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Accomplished teachers know how students make sense of social studies– history content, and that their knowledge increases and deepens with maturity and experience. Teachers build on students’ ideas and experiences in addition to addressing their misconceptions. For example, teachers know that students frequently underestimate the effect of societal forces, events, and institutions when considering individuals’ abilities to create change. Teachers, therefore, emphasize ways in which individuals are affected by cultural norms, economic forces, or political institutions. In teaching about gender roles in the U.S. antebellum period, for example, teachers could facilitate students’ exploration of the idea that women’s participation in public life was not solely a result of their personal choices, but also was constrained by popular conventions and legal restrictions regarding men’s and women’s roles in areas such as voting and property ownership. Through experience with subject matter and knowledge of their students, teachers anticipate areas in the curriculum where misconceptions may occur and plan instruction to refine students’ interpretive and analytic skills.

Accomplished teachers address various factors that may affect students’ knowledge of social studies–history content. Therefore, teachers provide opportunities for students to reflect on the influence of their own backgrounds and perspectives as well as those of others. For example, teachers know that students may perceive world regions differently, so they have students examine reasons for their judgments and consider new ways of thinking about the world. Teachers are aware of their own filters in preparing and presenting materials. In addition, teachers facilitate students’ abilities to identify their own schema and recognize how differing worldviews not only affect individual perspectives and actions, but also shape, for example, government policy, treatment of social groups, declaration of war, the effect of resource use on the environment, and the content of textbooks.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD I: Knowledge of Students	
OVERVIEW: Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students’ competencies and interests as individual language learners.	
<p>Understanding the Diverse Ways that Students Grow and Develop</p> <p>Accomplished teachers³² believe solidly in the ability of students to learn world languages and dedicate themselves to providing language-learning opportunities to all students. Teachers employ various means of learning about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers enhance their understanding of students through discussions with family members, other teachers, school counselors, exceptional needs teachers, and other educational and administrative staff. Teachers also use such resources as personality and learning surveys and then shape instruction accordingly. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to determine the direction, approach, and content of their teaching; to motivate students; and to meet both the unique and common needs of all students.</p> <p>Keenly aware that young people learn in various ways and at varying paces, accomplished teachers use their knowledge of child and adolescent development to design and provide appropriate instruction. Teachers recognize and make professional modifications to accommodate variations in students’ age levels; cognitive, physical, emotional, social, and motor development; cultural and ethnic identity; gender; and learning profiles. To foster rich cognitive development at all levels, teachers plan learner-centered instruction that incorporates concrete and abstract levels of thought—recognizing, applying, analyzing, synthesizing, and evaluating. In learning about a legend, folk tale, or myth native to a target culture, for example, students might summarize the legend, role-play it in front of the class, and compare and contrast characters. Students might create a rubric to evaluate elements inherent in legends from the culture and create their own version of a legend based on what they have learned.</p>	

³² All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of world languages.

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Forming Constructive Relationships with Students and their Families

Accomplished teachers believe that students bring to class a wide variety of skills, talents, and abilities that serve as a basis for the educational process. Teachers use their students' curiosity, eagerness, and energy as assets to enhance language and cultural learning, and to provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability. Teachers take advantage of interests that commonly bond young people, such as popular culture, music, and sports. Teachers are aware that personalizing the language experience helps students, because most students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain—which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers—strengthens students' cognitive abilities, cultural understanding, and linguistic proficiency.

Accomplished teachers know that understanding the social development of young people is often key to motivating them to learn. Teachers are concerned with their students' self-confidence, aspirations, goals, and development of character. Teachers are also alert to transformations in students' social development as they enter adolescence and to changes in relationships with peers and adults. Practically everything about the learner is relevant to language instruction; the relationships that teachers build with their students not only support student learning and development, but also provide teachers with opportunities to identify and understand important aspects of students' characters, interests, and talents.

Accomplished teachers are aware that exigencies of family structure frequently affect academic performance. Thus, teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Teachers know that active, involved, and informed families create a network that supports vital, effective language programs. Teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Accomplished teachers treat families with respect and understanding, realizing that parents' prior experiences with language instruction often frame their expectations of and attitudes toward the education of their children. Involvement with families offers teachers opportunities to gain insight into parents' expectations and aspirations for their children. Teachers communicate with parents about their children's accomplishments, successes, and needs for improvement, as well as ways to attain higher goals. Teachers elicit parents' ideas about their children's interests and ways to motivate them. Teachers respond thoughtfully and thoroughly to parents' concerns.

Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct communications, such as presentations at meetings with parent organizations, telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Teachers might

initiate student-led conferences in which students select work from their portfolios to share with their parents and then discuss with their parents their personal goals, motivations, and achievements. Such efforts motivate students to take responsibility for their learning, help them define and understand their progress, and encourage parents' increased involvement in student learning. Accomplished teachers can use family resources to assist instruction or lead special activities by inviting, for instance, a parent who is a restaurateur to demonstrate an authentic recipe to students, or by asking a parent who speaks the target language to assist in publishing the class newsletter. Teachers might enlist families as partners through student exchanges in hosting students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction. Such partnerships help teachers instill in students an interest in language learning that extends beyond school settings.

Understanding the Diverse Language and Cultural Experiences that Students Bring to the Classroom

Accomplished teachers are informed about students' previous language experiences. Teachers recognize that students bring to the classroom a wide variety of language backgrounds, including experiences of growing up in monolingual environments; living or traveling abroad; participating in language immersion programs; having a bilingual education; and interacting with family members who regularly speak a language other than English. For some students, the language being studied is their third or fourth language. Knowing the variety of experiences and abilities within a class, accomplished teachers reach out to all students to build on their individual, background knowledge and maximize their learning. Teachers demonstrate particular sensitivity toward heritage learners³³ with backgrounds in the language studied. For instance, teachers might encourage students to share with the entire class their prior learning experiences in the target language. They work to ensure that students build language competence and literacy skills in their heritage language, because the heritage language can form the foundation for successful acquisition of additional languages, which may include English.

Accomplished teachers recognize that diverse language experiences can serve as a framework for academic success, as a source of enrichment for the entire learning community, and as a way to encourage students to become global citizens both linguistically and culturally. Teachers strengthen students' awareness of the usefulness of competence in more than one language and the advantages of having bilingual or multilingual people in civil service; diplomatic and national security positions; and local, national, and international business. Teachers, for instance, might ask students to research the role of multilingual professionals in organizations (such as Doctors without Borders) or in international efforts (such as to combat AIDS

³³ *Heritage language learners* are students who have been exposed to the target language in their homes or communities from a young age.

or to construct the International Space Station). Teachers might encourage students to assist community organizations in expanding their linguistic and cultural outreach by helping to develop Web sites or brochures in target languages. Teachers regard diversity of language experiences as an asset that facilitates the pursuit of academic goals as they design curricula, assignments, teaching strategies, and evaluation techniques for their classes. Accomplished teachers also explore and investigate potential school and district programs that may advance the learning of heritage learners as well as other learners who demonstrate a background of diverse language experiences.

Acquiring Knowledge of Students through Assessment and Evaluation

Assessment, a continual practice within an accomplished teacher’s repertoire, is vital to acquiring knowledge about the breadth and depth of students’ language skills. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline of students’ proficiency. During learning experiences, assessment helps both teachers and students identify successful activities. At the end of lessons and units, evaluation provides critical data to determine the quality of student achievement. To gauge student strengths, needs, and interests, teachers use a wide range of formal and informal assessment methods. (See Standard VII—Assessment.)

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>

Understanding by Design Template (Source: Wiggins and McTighe)

Professional Learning Community Facilitators' Guide to Exploring Accomplished Practice

Discussion Title: Core Proposition Two

Subject/Topic: Teachers know the subjects they teach and how to teach those subjects to students

Key Terms: coherent instruction, student engagement, multiple pathways to knowledge, multiple perspectives and interpretations of content area, assessment, evaluation of teaching methods, content area, knowledge of resources, use of a variety of resources,

Designer: _Gale Sookdeo, NBCT and Millicent D. Starks (NB Candidate)

Materials Needed: varied by conversation; Student work, computer, projector, post-its, chart paper, unit plans

Suggested links (including ATLAS): Included in individual conversation frameworks.

Discussion Purpose/Summary:

Accomplished teachers are dedicated to acquainting students with the social, cultural, ethical, and physical worlds in which we live, and they use the subjects they teach as an introduction to those realms. Accomplished teachers value the relationships among subject areas, using those relationships to forge multiple paths to knowledge. Accomplished teachers understand not only how content areas relate but also how they influence student learning. Knowing that multiple perspectives and interpretations of each content area exist, educators expose students to different modes of critical thinking and show them how to reason analytically about subject matter.

Teachers require pedagogical insight to communicate their subject knowledge effectively and impact students significantly. Pedagogical experience yields a repertoire of instructional techniques that allow teachers to share their subject matter knowledge with students. Teachers also respond to common misconceptions with content areas; address challenging aspects of learning acquisition; and accommodate prior knowledge, experience, and skills that students at different developmental levels typically bring to the classroom.

Accomplished teachers wisely use the educational resources, pedagogical skills, and content knowledge they possess, varying their approach in the classroom to meet learning goals and accommodate student dispositions as needed.

UbD Template — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results

Established Goals: At the end of this course, participants will have engaged in professional discussions on:

- a reading of Core Proposition Two to identify pedagogical approaches for teaching their content.
- making connections with Core Proposition Two and the Learning Environment Standard, and teachers' professional practice.
- a discussion and reflection on research on instructional approaches for student engagement.
- a description of ways in which connections can be made within and among disciplines.
- collaboration with colleagues in designing interdisciplinary activities.
- creating assignments that offer choices to students.
- designing activities to help students develop diverse perspectives on an event or issue.
- brainstorming a variety of ways in which teachers can engage students in self and peer assessments
- distinguishing between learning goals and learning activities.
- analyzing and discussing National Board Standard on Professional Collaboration.
- analyzing and discussing National Board Standard on Assessment.
- engaging in self-reflection of teacher team practices.
- a discussion of the types of technology currently being used to plan, engage, grade, or maintain records.

Enduring Understandings

Participants will understand that...

- knowledge in their subjects is created, organized, and linked to other disciplines.
- subject matter entails more than a recitation of dates, multiplication tables, or grammatical rule.
- teachers must command specialized knowledge of pedagogy based on research and professional experience..
- relationships among subject areas and use those relationships to forge multiple pathways to knowledge.
- questioning is important for fostering inquiry, and assessing understanding of content.
- knowledge of resources plays an important role in teaching content
- offering students a choice of assignments engages and motivates them.
- assessments serve different purposes in the planning and delivery of instruction.
- self and peer assessments help to engage students in the learning process.

Essential Questions:

How will teachers demonstrate they know their subjects and can teach it to students?

How does content knowledge and pedagogy impact student learning and professional practice?

Participants will know that...

- knowledge of content and pedagogy have an impact on student learning.
- diversity is important for enriching the learning environment.
- generating multiple paths to knowledge engages students in learning.
- diagnostic, formative, and summative assessments are important for informing, planning, pacing, and guiding instruction.
- safe learning environments are important for students to be comfortable when taking risks.
- learning experiences require students to develop insight and awareness on different perspectives.
- students need to understand what they will be learning and why they will be learning it.
- learning goals are important for students to know and understand

Participants will be able to...

- explain and demonstrate an understanding of Core Proposition Two.
- reflect on pedagogical approaches using a variety of protocols.
- use lesson plans to analyze and reflect on the rationale behind their instructional decisions.
- develop choice assignments to assist students in mastering content.
- plan activities to help students explore an issue or event from diverse perspectives.
- analyze and discuss ATLAS video cases for evidence of National Board Standards.

Stage 2: Determine Evidence for Assessing Learning

Performance Expectations:

- Analyze and discuss student work samples
- Identify and write learning goals.
- Develop learning activities for learning goals
- Create a lesson plan integrating one new item of technology
- Design student activities in which subject matter from one content area is connected to another (interdisciplinary learning experiences)

Other Evidence:

- Create and reflect on a web of ideas for “tuning up” the work of their professional learning community or teacher team.
- Use of strategies and techniques such as demonstrations, experiments, analogies and metaphors, interactive learning, and technology for engaging students in learning the content
- Exit Tickets on participants’ reflections and feedback

Stage 3: Build Learning Plan

Learning Conversation Topics: (Pre-Set) Identify a problem of practice

Learning Environment Standard:

- How does Core Proposition Two broaden your understanding of what an accomplished teacher should know and be able to do in teaching their subject matter?
- How is Core Proposition Two reflected in the Learning Environment Standard?
- How has your understanding of the learning environment changed?
- What might be one strategy or idea you would use to make a change in your learning environment?

Engaging Students in Learning:

- What practices/beliefs/ norms/values support classroom conditions for engaging students in learning?
- What do teachers often think, say, and do that fosters and contributes to student engagement?
- What do students think, say, and do when they are engaged?
- How do teachers engage students in the subject matter/content?
- What is one thing either about the video or research article that made you think differently on engaging students in learning?

Knowledge of Content and Instructional Planning:

- What are some ways to structure interdependence in your content area with other discipline/s ?
- Describe a recent lesson in which you helped students in developing a deeper understanding of a concept in your content area. What was the concept and why was it important for you to teach this concept?
- How did you organize the flow of activities for students to understand this concept? Include instructional decisions you made, instructional strategies, and instructional resources used?
- Were you successful in teaching this lesson/concept? How do you know? What could be improved? What changes, if any, might you make and why?

Instructional Practice:

- What are some ways in which you allow students to demonstrate mastery of the content or show evidence of their learning?
- How does student choice relate to student engagement in your own teaching practice?
- In what way/s do you provide choice to students to express their learning when teaching your subject matter?

Assessment:

- Explain how teachers use assessments to inform their instruction.
- From your reading of the standard, how do accomplished teachers use assessments to inform their instruction?
- Of the assessments discussed in the standard, which one/s do you find easiest to honor in your teaching practice and why?
- Of the assessments discussed in the standard, which one/s do you find most difficult to honor in your teaching practice and why?
- How has the viewing the video, discussing your overall assessment data, and reading the standard broadened your understanding of assessment?

Diversity and Multiple Perspectives:

- Reflect on a recent lesson and tell how you encouraged/exposed students to learning experiences that required them to develop insight and awareness on different perspectives.

- What is the evidence of the teacher’s ability to prepare the learning environment or set the stage to support different perspectives on a topic?
- How does the teacher ensure fairness, equity, and access for all students in this segment of the video?
- What two new ideas have you gained from the video on diversity and multiple perspectives that you are most likely to try?

Assessment for Student Learning:

- What two new ideas have you gained on self and peer assessments from a reading of the Assessment Standard and are most likely to try?
- Student feedback and self-assessment are beginning to be incorporated in some teacher evaluation frameworks. What are your thoughts on that?
- Brainstorm a variety of ways in which teachers can engage students in self and peer assessment?
- How does the teacher engage students in self and peer assessments.
- List three types of assessments and describe their purposes in informing a teacher’s instruction.

Professional Responsibilities:

- Distinguish between a learning goal and a learning activity.
- Why are links between knowing students and setting learning goals important?
- Why is appropriate goal selection the foundation of a successful lesson/unit plan?
- What assessment methods and evaluation will you use to measure if students met these learning goals?

Collaboration:

- How do professional learning communities or teacher teams help their members “tune up” their work and reflect on problems of practice?
- Identify two/more ideas we can adopt to improve the work of our teacher team.
- State two ways in which your understanding of collaboration with other professionals and parents have changed

Professional Growth:

- What types of technology are you currently using with students in the classroom?
- What types of technology are you currently using on your own (if any) to plan, grade, or maintain records?
- How can we monitor the effectiveness of using technology in our classrooms?

Lesson 1: Learning Environment Standard--Teachers discuss the importance of the learning environment on students’ learning and make connections between Core Proposition Two, the Learning Environment Standard, and teachers’ professional practice.

Lesson 2: Student Engagement--Teachers understand how knowledge in their content area is created, organized, and linked to other disciplines and uses that information to engage and motivate students in learning.

Lesson 3: Knowledge of Content and Instructional Planning-- Teachers use rich and complex subject matter to promote student learning across developmental levels.

Lesson 4: Instructional Practice--Teachers value the relationships among subject areas and use those relationships to create multiple pathways to knowledge.

Lesson 5: Assessment--Teachers use a variety of evaluation methods in instruction to inform the design of their own assessment tools.

Lesson 6: Diversity and Multiple Perspectives--Teachers develop strategies that capitalize on students varied backgrounds and use diversity to enrich the learning environment.

Lesson 7: Assessment for Student Learning--Teachers engage students in self assessment to foster a sense of responsibility for their own learning

Lesson 8: Professional Responsibilities--Teachers provide students with clear understanding of the goals, relevancy, and encouragement to assume ownership.

Lesson 9: Collaboration--Teachers share their knowledge in all forms in the classroom and beyond.

Lesson 10: Professional Growth--Teachers keep abreast of technological developments that have implications for subject areas, teaching, and student learning.



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice

Accomplished Teaching Series~ Learning Environment~ Lesson 1

Core 2: Topic 1: Crosswalking Core Prop Two and Learning Environment Standards Study Bundle

Brief Description: Participants will discuss and make connections with Core Proposition Two and the Learning Environment Standard. Conversations and reflections will focus on the learning environment of an accomplished teacher.

“Accomplished teachers wisely use the educational resources, pedagogical skills, and content knowledge they possess, varying their approach in the classroom to meet learning goals and accommodate student dispositions as needed. “

What Teachers Should Know and Be Able to Do, pg. 21.

Protocols Included: Focus Read Protocol, Turn and Talk, Go Round Method, and Before and After

Outcome-based objectives:

Objectives:
Read Core Proposition Two to identify how accomplished teachers teach their subjects.
Make connections between Core Proposition Two, the Learning Environment Standard, and teachers' professional practice

Discussion Questions and Materials:

Chart paper, and markers,
Ensure each participant has a copy of Core Proposition Two and National Board's Learning Environment Standard for their content area and developmental level.

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
1) Read Core Proposition Two and highlight/underline key words or phrases of what an accomplished teacher should know and be able to do in teaching their subject matter. (10 minutes)	Text: <i>What Teachers Should Know and Be Able to Do</i> (pgs 18-22) or go to link at http://accomplishedteacher.org/proposition-2/



<p>Whole-Group Discussion:</p> <p>a) What is one thing that surprised you from reading Core Proposition Two?</p> <p>b) How does Core Proposition Two broaden your understanding of what an accomplished teacher should know and be able to do in teaching their subject matter? (15 minutes)</p>	<p>Turn and Talk with your elbow partner.</p> <p>Group Share Out: Chart responses from participants on paper</p>
<p>Use a post-it note to write one approach or strategy from Core Proposition Two that you are considering to adopt in your practice. (5 minutes)</p>	<p>Share the idea with group members and before leaving, paste your post-it note on a group chart.</p>
<p>Read your Learning Environment Standard using the reading protocol. (10 minutes)</p>	<p>Key concepts, Key Ideas Each partner will read to a designated stopping point highlighting key ideas or concepts they want to share. Stop at the point, take turn sharing KC/KE and discuss.</p>
<p>Review your notes from both Core Proposition Two and the Learning Environment Standard to respond to the questions below:</p> <p>a) How is Core Proposition Two reflected in your Learning Environment Standards? Cite one connection and using the Go Round Method, share with the rest of the group.</p>	<p>Use Go Round Method to share out with group in a discussion (15 minutes)</p>
<p>Exit Ticket: How has your understanding of the learning environment changed? Answer using a <i>before</i> and <i>after</i> stem :</p> <p>I used to think the learning environment..... Now I think the learning environment...</p>	

Source(s): Learning Environment Standard: *National Board for Professional Teaching Standards*

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice 2.0

Accomplished Teaching Series 2: Lesson 1

Core Prop 2: Topic 2: Engaging Students in Learning

Brief Description: Motivating and engaging students are critical in promoting learning. Participants will discuss and reflect on instructional approaches for student engagement.

“Accomplished educators use a comprehensive awareness of their students, their subjects, and their practice to structure teaching that promotes learning in their schools.”

What Teachers Should Know and Be Able to Do, pg. 20.

Protocols Included: 3-2-1 +1 Protocol and Whole-group discussion

Outcome-based objectives:

Objectives:
Discuss classroom conditions for student engagement
Describe a variety of instructional strategies for engaging students in learning

Length/Timing: 60 minutes

First 30-minute segment	Second 30-minute segment
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Discussion Questions and Materials:

<p>What practices/beliefs/ norms/values support classroom conditions for engaging students in learning? List on post-it notes; paste on chart paper.</p> <p>Jot down two classroom conditions necessary for student engagement.</p>

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Review KOS standards, scavenger hunt: find specific examples addressing student engagement strategies.	~10 min
Using standards examples: 1) How does your knowledge of students impact student engagement? 2) What practices/beliefs norms/values support classroom conditions for engaging students in learning?	Group discussion and share out on 1-3 ~10 minutes



<p>List as many as you can on post-it notes and paste on chart paper.</p> <p>3) What do teachers often think, say, and do that fosters and contributes to student engagement?</p>	
<p><u>Atlas Video:</u> <i>Enabling Students to Communicate Successfully</i> <i>Watch 08:36 - 13:44</i></p> <p>What do students think, say, and do when they are engaged? Participants view and complete chart with three columns as they watch the selected portions of the video: Column One: What did you see? Column Two: What did you hear? Column Three: How did the teacher engage students in the subject matter/content?</p>	<p>Cases 1245</p> <p>After viewing and notetaking, discuss notes from chart with group members (whole-group discussions) and answer the question: What is one engagement strategy that intrigued you? Explain your thinking on this response.</p> <p>~15 min</p>
<p>Preset article that the 10 steps apply regardless of the learning strategy used (such as Project Learning)-that was the author's lens</p> <p>Retrieve and read article entitled, <i>Ten Steps to Better Student Engagement</i> by Tristan de Frondeville. (10 minutes)</p>	<p>https://www.edutopia.org/project-learning-teaching-strategies</p> <p>~10 min</p>
<p>3-- three key ideas from the article. 2-- two new strategies you are going to try. 1--one question/point to ponder +1 After listening to someone else's 3-2-1, add a new idea you learned.</p>	<p>Discuss using the 3-2-1+1 Protocol (create link for the protocol)</p> <p>~10 min</p>
<p>Exit Ticket: As mentioned in the article how do you answer the question from a student "why do I need to learn/know this?" ~5 minutes</p>	

Source(s): ATLAS Video: <https://atlas.nbpts.org/cases/1245/>

De Frondeville, Tristan: [Ten Steps to Better Student Engagement](#). Retrieved 8/25/17

Activity documented by: Millicent D. Starks, NBCT and Gale Sookdeo, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community

Facilitator’s Guide to Exploring Accomplished Practice

Topic 3: Knowledge of Content and Instructional Planning

Brief Description: Participants will discuss ways in which they make connections within and among disciplines. These design qualities are important for fostering a collaborative culture in planning meaningful and engaging activities for students to connect with the content.

“Accomplished teachers value the relationships among subject areas, using those relationships to forge multiple pathways to knowledge. Thus, early and middle childhood generalists know about geography and its relationship to economics and history, and world language teachers know how political history and human migration inform an appreciation of language and culture.”

What Teachers Should Know and Be Able to Do, pg. 19.

Protocols Included: Brainstorming, Whole-group discussion, Small-group discussion, and Reflection

Outcome-based objectives:

Objectives:
Discuss ways in which content/concepts are taught in different disciplines
Create an interdisciplinary connection to a subject or content area

Length/Timing: Two sessions (60 minutes)

First 30-minute segment	Second 30-minute segment
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Discussion Questions and Materials:

Reflecting on a lesson plan and discussing the thinking behind the instructional decisions (Participants will need to bring a lesson plan to the session).
Whole-group discussion (turn taking); record responses on chart
Small group: Create a student activity in which subject matter from one content area is connected to another.

Process:

Steps and Time	Notes, suggestions, materials, etc.
1) Brainstorm: What are some ways to structure interdependence in your content area with other discipline/s? Refer to your lesson plan to share and discuss ideas. (10 minutes)	Share out: Whole-group discussion



<p>2) ATLAS Video: https://atlas.nbpts.org/cases/164/ <i>Measuring Force and Motion and Investigating Friction with Toy Cars</i> Watch 01:00 - 05:27</p> <p>Discussion after viewing: a) How does this teacher deepen students' understanding of a concept using two content areas: math and science? (Allow 15 minutes for viewing, discussing, and sharing ideas)</p>	<p>This case shows a teacher working with a variety of learners to investigate force and motion by rolling toy cars along different surfaces to discover which will travel the furthest. Students collect, record, and interpret this data.</p> <p>Whole-group discussion of video clip</p>
<p>What connection and activity could have been made with other content area/s as well? (5 minutes)</p>	
<p>Reflecting on a lesson: 1a) Describe a recent lesson in which you helped students in developing a deeper understanding of a concept in your content area. What was the concept and why was it important for you to teach this concept? 1b) How did you organize the flow of activities for students to understand this concept? Include instructional decisions you made, instructional strategies, and instructional resources used? 1c) Were you successful in teaching this lesson/concept? How do you know? What could be improved? What changes, if any, might you make and why? (10 minutes)</p>	<p>Volunteers for sharing responses to these questions</p>
<p>Pair up with a colleague from another discipline area and design an interdisciplinary activity that is either connected to a future or current unit plan (15 minutes)</p>	
<p>Reflection on the planning process and share out of interdisciplinary activity with other partnerships. (5 minutes)</p>	<p>Group pairs share their end products with other partners.</p>

Source(s):

ATLAS Video: <https://atlas.nbpts.org/cases/164/>

Connections and Extensions: Work with a different partner to plan another interdisciplinary activity in which you make connections with a topic you plan on teaching.

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice

Accomplished Teaching Series~Lesson 3

Core 2: Topic 4: Creating Multiple Pathways to Learning

Brief Description: Learners tend to be more engaged when presented with choices. Participants will discuss ways in which they create multiple pathways to knowledge and develop choice assignments to assist students in mastering content.

“A comprehensive understanding of subject matter entails more than the recitation of dates, multiplication tables, or grammatical rules within a single content domain. Rather, it requires the pursuit of substantive knowledge by exploring domains and making connections to become fully engaged in the learning process.”

What Teachers Should Know and Be Able to Do, pg. 18.

Protocols Included: Think-Pair-Share, Whole-group discussion, and Reflection

Outcome-based objectives:

Objectives:

Reflect on lesson plans and activities to determine the extent of choice offered to students; Create an activity that offer a choice of assignments to students

Length/Timing: 60 minutes

First 30-minute segment

Second 30-minute segment

Discussion Questions and Materials:

Whole-group discussion (turn taking); Record responses on chart

Small group: Create an activity in which students have multiple means of engaging with the content or representing what they have learned in a variety of ways (auditory, visual, kinesthetic, and tactual).

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Brainstorm: What are some ways in which you allow students to demonstrate mastery of the content or show evidence of their learning? Refer to your lesson or unit plan. (10 minutes)	Chart responses from participants

<p>How does student choice relate to student engagement in your own teaching practice? In what way/s do you provide choice to students to express their learning when teaching your subject matter? (8 minutes)</p>	<p>Think-Pair-Share Pair up with another participant and discuss each other's perspective on these two questions.</p>
<p><u>Atlas Video:</u> <u>Read the Instructional Context paragraphs 1-2</u> before viewing video. This case shows a teacher modeling and providing feedback to small groups of students as they use story maps to create fractured fairy tales. Discussion question: What evidence is there in both video segments and instructional context that shows how the teacher offered choice to students?</p>	<p>Protocol: Round Robin - participants will respond to discussion question.</p>
<p>Participants get an opportunity to work either alone or with a partner to design an activity in which their students have multiple means of engaging with the content or representing what they have learned in a variety of ways --auditorily, tactually, visually, and kinesthetically. (15 minutes)</p>	<p>Work time for participants</p>
<p>Share out of the final product so everyone learns different approaches and leaves with a few ideas of how to support students in building this skill. (7 minutes)</p>	<p>Group Presentations of the work product</p>
<p>Exit Ticket: 3) List three things you have learned about enhancing a teacher's instructional practice with a choice of assignments for students. 2) List two things you would like to try when planning your next lesson and offering students a choice of assignments. 1) List one comment you have about offering students a choice of assignments. (5 minutes)</p>	

Source(s): ATLAS Video: <https://atlas.nbpts.org/cases/59/>

Connections and Extensions: Novak, Katie (2016). *UDL Now: A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms*, Wakefield, MA: CAST Professional Publishing

Activity documented by: Millicent D. Starks, NBCT and Gale Sookdeo, NBCT; modified (2018) by Colleen McDonald, NBCT



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Facilitator’s Guide to Exploring Accomplished Practice

Topic 5: Assessments to Inform, Pace, and Guide

Brief Description: Participants discuss the use of diagnostic, formative, and summative assessments to inform, plan, pace, and guide their instruction.

“Balancing the insights of pedagogical and subject matter expertise helps teachers evaluate and resolve daily issues--decisions that include which aspects of subject matter to emphasize and how to pace instruction.”

What Teachers Should Know and Be Able to Do, pg. 20

Protocols Included: Whole-group discussion, and Reflection

Outcome-based objectives:

Objectives:
Discuss and give examples of three types of assessments found in the standard.
Explain how accomplished teachers use assessments to inform their instruction.

Length/Timing: 60 minutes

First 30-minute segment	Second 30-minute segment
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Discussion Questions and Materials:

<p>a) Check that each participant has a copy of National Board’s Assessment Standard that is relevant and appropriate to their content area and developmental level.</p> <p>b) Each participant brings assessment data that allows them to discuss the question: What observations can you make about your overall assessment data?</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
1) From your reading of the standard, how do accomplished teachers use assessments to inform their instruction? (10 minutes)	Invite all participants to contribute to the discussion.
2a) Of the assessments discussed in the standard, which one/s do you find easiest to honor in your teaching practice and why?	Whole-group discussion and reflection on use of assessments
2b) Of the assessments discussed in the standard, which one/s do you find most	



<p>difficult to honor in your teaching practice and why? (10 minutes)</p>	
<p>3) What observations can you make about your overall assessment data? (10 minutes)</p>	<p>Volunteers share out on their observations</p>
<p>1) ATLAS Video: https://atlas.nbpts.org/cases/993/ <i>Activating Prior Knowledge About Functions</i> Watch 00:23- 6:24</p> <p>Participants view video selection and complete chart with three columns: Column One: What did you see? Column Two: What did you hear? Column Three: How is this teacher assessing students' understanding of the content as the lesson progresses? (Allow 20 minutes for viewing, note-taking, and discussing)</p>	<p>This case shows a teacher working with a pre-calculus class about their knowledge of functions and students analyzing and predicting graphical representations of various functions.</p>
<p>Exit Ticket: How has the viewing the video, discussing your overall assessment data, and reading the standard broadened your understanding of assessment? (10 minutes)</p> <p>Discussion and share out by all participants</p>	

Source(s):

ATLAS Video: <https://atlas.nbpts.org/cases/993/>
 Assessment Standards Study Bundle: *National Board for Professional Teaching Standards*

Connections and Extensions: NA

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice

Topic 6: Infusing Diversity and Multiple Perspectives

Brief Description: Modeling critical thinking skills and using culturally diverse materials help in developing multiple perspectives and in examining events or problems from different angles.

“Accomplished teachers use their knowledge of the most appropriate ways to present subject matter through strategies and techniques such as demonstrations, experiments, analogies and metaphors, interactive learning, and appropriate uses of technology.”

What Teachers Should Know and Be Able to Do, pg. 20

Protocols Included: Go Round Method and Whole-group discussion

Outcome-based objectives:

Objectives:
Reflect on instructional approaches for cultivating an understanding and appreciation of different perspectives
Create an activity to help students develop diverse perspectives on an event or issue.

Length/Timing: 60 minutes

<i>First 30-minute segment</i>	<i>Second 30-minute segment</i>
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Discussion Questions and Materials:

Reflecting on a lesson plan to cultivate an understanding and appreciation of different perspectives. (Participants will need to bring a lesson plan or unit to the session).

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
1) Activity: Reflect on a recent lesson and tell how you encouraged/exposed students to learning experiences that required them to develop insight and awareness on different perspectives. (5 minutes)	Record responses on chart paper
2) View: ATLAS Video: https://atlas.nbpts.org/cases/1076/ <i>Applying Learned Content to Scientific Discussion on GMOs</i>	Participants take notes on focus question as they watch the video clip:



<p>Watch 00:00--06:14 and then answer the questions:</p> <p>a) What is the evidence of the teacher’s ability to prepare the learning environment or set the stage to support different perspectives on a topic?</p> <p>b) How does the teacher ensure fairness, equity, and access for all students in this segment of the video? (Total of 20 minutes for viewing and discussing a, b, & c).</p>	<p>This case shows a teacher effectively helping her class engage in a lively discussion about genetically modified foods and students participating in “Philosophical Chairs” activity supporting their opinions with scientifically-based evidence, allowing their peers’ opinions to possibly change their minds.</p> <p>Whole-group discussion and share out of the evidence/notes captured by the participants.</p>
<p>What two new ideas have you gained from the video on diversity and multiple perspectives that you are most likely to try? (5 minutes)</p>	
<p>Participants get an opportunity to work either alone or with a partner to develop an activity that helps students to explore an issue or event from diverse perspectives. (20 minutes)</p>	<p>Work time for all participants</p>
<p>Share out of the final product so everyone learns different approaches and leaves with a few ideas of how to support students in building this skill. (10 minutes)</p>	<p>Group Presentations of the work product</p>

Source(s): ATLAS Video: <https://atlas.nbpts.org/cases/1076/>

Connections and Extensions: Continued reading of National Board’s *Equity Standard* that is relevant and appropriate to content area and developmental level.

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT



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Facilitator's Guide to Exploring Accomplished Practice

Topic 7: Self-Assessment for Student Learning

Brief Description: Participants discuss and explore ways to engage students in self assessment to be reflective of their experiences and foster a sense of responsibility for their own learning.

“Through inquiry students search for problems, patterns, and solutions, making discoveries and advancing their own learning. Accomplished educators model those processes for students, showing them how to pose problems and work through alternative solutions, as well as how to examine the answers that others have found to similar problems.”

What Teachers Should Know and Be Able to Do, pg. 21

Protocols Included: Where I Stand (see at bottom of framework), Turn and Talk, and Whole-group discussion

Outcome-based objectives:

Objectives:
Discuss structures for students to self-assess and reflect on their own progress
Describe the purpose of different types of assessments.

Length/Timing: 60 minutes

First 30-minute segment	Second 30-minute segment
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Discussion Questions and Materials:

<ul style="list-style-type: none"> • Check that each participant has a copy of National Board's <i>Assessment Standard</i> that is relevant and appropriate to their content area and developmental level. • Ensure that participants have perused the standard and responded to the prompt: <i>How do accomplished teachers engage students in self assessment?</i>
List three ways teachers can encourage students to self assess and reflect on their progress.
List three types of assessments used by an accomplished teacher. Explain the purpose or function of each type of assessment.

Process:

Steps and Time	Notes, suggestions, materials, etc.
1) What two new ideas have you gained on self and peer assessments from a reading of the Assessment Standard and are most likely to try? (10 minutes)	Turn and talk with your elbow partner; Whole-group discussion after and each partner shares what his or her partner discussed. Use chart paper for collecting ideas as participants share with larger group.



2) Student feedback and self-assessment are beginning to be incorporated in some teacher evaluation frameworks. What are your thoughts on that? (10 minutes)	Whole-group discussion of statement using <i>Where I Stand Protocol</i> (See below for full explanation of how to use the protocol)
3) Brainstorm a variety of ways in which teachers can engage students in self and peer assessment? (10 minutes)	Collect responses on chart paper to post in room
1) Watch video at http://bcove.me/ph7c5eyb . (Duration of video is 9 minutes:33 seconds) (Show & Tell Column of Educational Leadership) Have participants jot down what they hear and see on how this third-grade teacher prepares students to engage in self assessment. (12 minutes)	Assessment-capable learners understand what they will be learning and why they will be learning it. They have a map of where they are headed.
How does the teacher engage students in self and peer assessments? (13 minutes)	Whole-group discussion based on what was seen and heard on the video.
Exit Ticket: List three types of assessments and describe their purposes in informing a teacher's instruction. (5 minutes)	

Source(s): Video from Educational Leadership at <http://bcove.me/ph7c5eyb>

Assessment Standards Study Bundle: *National Board for Professional Teaching Standards*

Connections and Extensions: NA

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT

Instructions for Where I Stand Protocol

Post two signs on opposite sides of the wall--Strongly Agree and Strongly Disagree. Ask participants to move to the side that best expresses their opinion after reading the statement. If anyone feels neutral, they can stay in the middle. Once they have selected their spots, ask them to share and justify their opinions; ensure everyone hears their different points of view. With each explanation, allow participants to move to a different side of the room if they change their minds and explain their new thinking.



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Facilitator’s Guide to Exploring Accomplished Practice

Title 8: Planning Goals and Instructional Goal Setting

Brief Description: Participants will discuss setting goals in planning and instruction to address the challenges in differentiating learning goals (i.e., what students will learn) from learning activities (i.e., what students will do). Oftentimes both terms are used interchangeably resulting in confusion.

“Accomplished educators use a specialized set of technical skills and abilities to convey instructional content and facilitate learning so students can develop bodies of knowledge and advance their systems of thinking.”

What Teachers Should Know and Be Able to Do, pg.20

Protocols Included: Peer Review

Outcome-based objectives:

Objectives:
Identify and write learning goals
Develop learning activities for identified goals

Length/Timing: 60 minutes total

First 30-minute segment	Second 30-minute segment
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Discussion Questions and Materials:

How do you distinguish between learning goals and activities when writing lessons and unit plans?
Learning Goals and Activities/Assignments Activity
Peer Review and Feedback on teacher-created activities

Process: Write learning goals for your students

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Participants will engage in a whole-group discussion. (5 minutes) Guidelines to use: a) Where they are intellectually, socially, and emotionally b) Whether they have any special learning needs c) How they feel most comfortable learning d) What they know and do not know e) What they can and can’t do f) What they are interested in or passionate about g) What are their cultural backgrounds and how may these backgrounds affect how they feel about learning h) What might be issues or events taking place in their lives that may affect learning.	Facilitator: Put yourself in the place of a reader who knows nothing at this point about your students. Give them a clear picture of who they are, where they are at this time, and what they need to learn.



<p>The Model/Example Differences between learning goals and learning activities--'Learning Goals and Activities/Assignments Activity Sheet Example for modeling the difference between a learning goal and a learning activity. (10 minutes)</p>	<p>Modeling the difference between a learning goal and a learning activity</p>
<p>Create a list of 3-5 matching learning goals and activities. Upon completion you will exchange your goals and activities list to a peer for their Review. (15 minutes)</p>	<p>Teacher-created product Peer review for feedback</p>
<p>Using the questioning prompts below, identify goals based on your selected lesson/unit. When finished, share your responses with a group of colleagues.</p> <p>Remember that learning goals are clear statements of what you want your students to learn at the end of your lesson. What is your overarching goal for the year for these students? What are the specific learning goals for your lesson? How do these goals relate to your local Standards? How do you know that these goals are appropriate for your students? What assessment methods and evaluation will you use to measure if students met these learning goals? (15 minutes)</p>	<p>Ensure learning goals:</p> <ul style="list-style-type: none"> a) Align with your local initiatives and curriculum requirements b) Advance high expectations and worthwhile learning c) Specify clearly what students will learn, rather than the activities they will complete. d) Are appropriate for all of your students e) Can be measured using classroom-based assessment methods
<p>Review list of goals independently before partnering with another participant. (5 minutes) Partner 1 - will provide feedback on whether the list clearly differentiates between a goal and an activity; and decide if the activity is appropriate for the learning goal. (3 minutes) Partner 2 - will have 1 minute to respond Then switch roles and repeat (Total of 8 minutes)</p>	<p>Participants will work in pairs</p>
<p>Activity 5: Reflection (Exit Ticket) 1) Why are links between knowing students and setting learning goals important? 2) Why is appropriate goal selection the foundation of a successful lesson/unit plan? (7 minutes)</p>	
<p>Extension Activity: ATLAS Video: https://atlas.nbpts.org/cases/1216/ Creating S.M.A.R.T. Goals for Future Careers Watch 00:40--7:10 and 18:05 --20:23 This case shows a counselor teaching the concept for creat S.M.A.R.T. goals and students in group discussions discussing questions regarding goals, pros and cons, and careers that can be obtained through specific goals.</p>	

Source(s): Learning Goals and Activities/Assignments activity sheet;
Reflection sheet for Learning Goals

Connections and Extensions: ATLAS Video: <https://atlas.nbpts.org/cases/1216/>

Activity documented by: Millicent D. Starks and Gale Sookdeo, NBCT



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice

Topic 9: Collaboration for New Learning

Brief Description: Teachers will discuss and share their knowledge of instructional practice at the classroom level and beyond.

“ To remain as effective as possible in the classroom, accomplished educators also demonstrate a strong commitment to learning about new curricular resources, such as textbook series, primary texts, classroom manipulatives, or research materials available through professional organizations.”

What Teachers Should Know and Be Able to Do, pg.20

Protocols Included: Group reflection and Whole-group discussion

Outcome-based objectives:

Objectives:
Self reflection for a gap analysis of teacher team practices.
Analyze and discuss standard on <i>Professional Collaboration</i>

Length/Timing: 60 minutes

First 30-minute segment	Second 30-minute segment
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Materials or Special Set-up Required:

- Check that each participant has a copy of National Board's *Professional Growth Standard* that is relevant and appropriate to their content area and developmental level.
- Remind participants that this discussion is not about individuals, but how the team members can work together to improve student learning and achieve school-wide goals or the instructional focus.

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Engage teachers in a self reflection of the work of their teacher team using Critical Issues for Team Consideration. (10 minutes)	A Gap Analysis using Critical Issues for Team Consideration After completing the self reflection, engage in a whole-group discussion on the gaps between the work of our teams and what we see from this document.
Brainstorm: Create a web of ideas in response to: How do professional learning communities or teacher teams	Group chart to collect all ideas



<p>help their members “tune up” their work and reflect on problems of practice? (10 minutes)</p>	
<p>Using Critical Issues for Team Consideration, identify two/more ideas we can adopt to improve the work of our teacher team. (10 minutes)</p>	<p>Discussion to come to consensus on these areas.</p>
<p>Peruse the Professional Growth/Professional Collaboration Standard and highlight or underline ideas on how accomplished teachers engage in professional collaboration.</p> <p>Whole-group discussion and share out of ideas. (10 minutes)</p>	<p>Create a group chart to collect more ideas to the brainstorming activity on the question: How do professional learning communities or teacher teams help their members “tune up” their work and reflect on problems of practice?</p>
<p>ATLAS Video: https://atlas.nbpts.org/cases/1256/ Creating Academic Goals and Organizational Strategies</p> <p>a) Read: selected sections of the written commentary that accompanies the video</p> <p>b) Watch: 00:03--3:10</p> <p>c) Discussion: According to the video, and the written commentary (see attached), what is the evidence that this counselor has collaborated with colleagues and family members in working with the student?</p> <p>(Allow 15 minutes for activities associated with this video and reading of the commentary)</p>	<p>In this case the counselor is meeting with a student with ADHD who is failing and the student is collaboratively identifying strategies that address his needs to improve his focus and on-task classroom behavior.</p> <p>Whole-group share out and discussion</p>
<p>Exit Ticket: State two ways in which your understanding of collaboration with other professionals and parents have changed (5 minutes)</p>	

Source(s): Critical Issues for Team Consideration. Retrieved from <http://www.allthingsplc.info/tools-resources/search-result/view/id,96> on July 30th, 2017
 ATLAS Video: <https://atlas.nbpts.org/cases/1256/>

Connections and Extensions: Questions to reflect on:
 a) How has student learning improved as a result of our collaborative work?
 b) What evidence do we have?

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT



Professional Learning Community

Facilitator's Guide to Exploring Accomplished Practice

Topic 10: Technology in the Classroom

Brief Description: In this conversation, teachers will discuss the impact of technology on learning and its usefulness in the classroom as a source of engagement and growth, professionally, and personally. Participants will review use of technology, importance of building 21st Century skills in students, and staying abreast of current trends in education.

“Educators keep abreast of technological developments that have implications for their subject areas and their teaching, utilizing digital tools employed within their disciplines.”

What Teachers Should Know and Be Able to Do, pgs. 20-21

Protocols Included: Whole-group discussion, Share and Exchange, Gallery Walk

Outcome-based objectives:

Objectives:
Participants will discuss the use of technology in preparing students to be 21st century learners and the advantages of using technology in the classroom.
Participants will reflect on the use of technology in the classroom on their professional growth.
Participants will create a lesson plan integrating one new item of technology.

Length/Timing:

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

Chart paper, markers, blank lesson plan templates, standards study bundle for <i>Knowledge of Students</i> , copies of inventory sheet, 3-column chart for Inventory responses, and technology resource list
<ul style="list-style-type: none"> • How comfortable are you with using technology? • What types of technology are you currently using with students in the classroom? • What types of technology are you currently using on your own (if any) to plan, grade, or maintain records?

Process:

Steps and Time	Notes, suggestions, materials, etc.
Participants take a quick Inventory Survey using a chart with three columns (5 minutes) *Chart - 3 columns - Areas in which technology is being used in the classroom, By whom, and Type of technology	Inventory Sheet: Technology Use in the Classroom *Presenter will make a tally of those using and not using technology presently in their classrooms



<p>Discussion Questions: <i>(25 minutes)</i></p> <ol style="list-style-type: none"> 1. What technologies appeal to my students? 2. What social media and presentation formats would be most engaging to these students? 3. What is the availability of technological resources in the school? 4. How can we determine the effectiveness of integrating technology into all subject areas? <p>Participants share out their noticings and takeaways.</p>	<p>Whole-group discussion</p> <p>In partnerships or groups, participants will discuss and collaborate on answering the questions.</p> <p>Groups will chart responses in a 4-box square.</p> <p>Partnerships or groups will take a gallery walk of posted charts.</p>
<p>Opening Discussion: How can we add one thing over time to increase or improve the use of technology in lessons and units of study? <i>(5 minutes)</i></p>	<p>Discuss in small groups/partnerships Whole group discussion</p>
<p>What are some technology resources? How can we monitor the effectiveness of using technology in our classrooms? <i>(5 minutes)</i></p>	<p>Presenter takes/charts notes of ideas on monitoring effectiveness of technology use in the classroom</p>
<p>Participants will use a list of resources and design a lesson incorporating just one resource - modeling, group work, whole class, project, or homework. <i>(15 minutes)</i></p>	<p>Post technology resource list or provide copies for groups</p>
<p>Share and Exchange: Participants will share out: lesson topic, subject, technological resource and how it will be used, assessment strategy, and name one thing you are doing differently. <i>(5 minutes)</i></p>	
<p>EXTENSION ACTIVITY: Atlas Video Resource <i>Building Classroom Community through the Study of Chinese Art and Culture</i> Watch 00:00 - 02:25 Watch 08:55 - 09:31 Watch 09:00 - 09:35</p> <p>How effective did you find the teacher's use of technology in this lesson? Did you find the student's use of technology an added benefit to their learning?</p>	<p>Students research China's culture utilizing a variety of media, such as iPad and digital book. Students record findings by constructing different products at each learning center.</p>

Source(s): [Inventory Sheet: Technology Use in the Classroom Technology Resources for the Classroom](#)

Connections and Extensions: ATLAS Video: <https://atlas.nbpts.org/cases/586/>

Activity documented by: Millicent D. Starks (NB Candidate) and Gale Sookdeo, NBCT

For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.

There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

STANDARDS STUDY

Learning Environment

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National Board Professional Teaching Standards

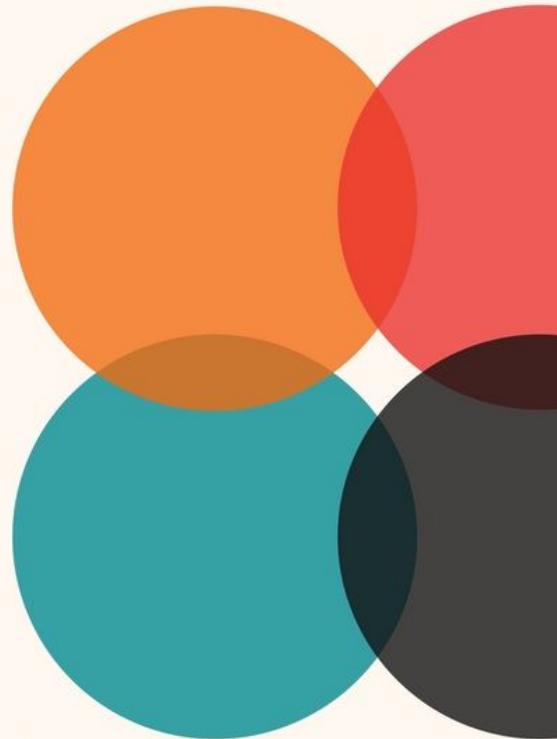


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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard VII: Learning Environments	
OVERVIEW: Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.	
<p>Creating welcoming, aesthetically rich, and well-designed learning environments that stimulate student inquiry and curiosity is essential to the success of art education. Moreover, accomplished teachers recognize that art is studied in many unique spaces that extend beyond the classroom walls. Museums, galleries, studios, parks, and other settings represent locations where art educators can teach and students can learn. Environments are not simply physical spaces but communities in which the goals of art and education are evident, where learning the content of art is valued, and where student ideas and expressions in a multitude of forms are welcomed.</p> <p>Teachers Establish Climates in Which Learning Can Flourish</p> <p>The learning environments that accomplished teachers create are organized and well designed and exhibit an imaginative and functional use of space. Even when the physical environment is beyond the control of accomplished teachers, they maintain their goals and curriculum. They are flexible and sensitive to the needs of teachers and others as they seek alternative spaces in the school for displays of artwork and visual resources. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Accomplished teachers thoughtfully alter the arrangement of their learning spaces to best accomplish their instructional objectives. For example, the physical arrangement of the space needed for making art may not be appropriate for the study and discussion of visuals. Consequently, teachers create and modify spaces that invite student participation and accomplishment and that are conducive to the effective management of learning experiences, including the routine distribution and storage of tools, equipment, media, and materials.</p> <p>The appearance of the spaces in which accomplished teachers work clearly communicates that they are art learning environments. Visual images abound, creating inviting places to experience and make art. The values of art education are implicitly expressed in the design of learning environments; such environments show a commitment to and an enthusiasm for the arts, instilling in students a passion for lifelong learning, exploration, and experiences in the visual arts. The learning environments of accomplished teachers not only express their enthusiasm for art but also support students as they discover the value of art in their own lives. The students of accomplished teachers benefit from interesting and appropriately stimulating learning spaces.</p>	

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Accomplished teachers establish environments in which the value of art, art content, art values, individuals, and learning are held in high regard. Such environments are supportive, congenial, and purposeful, contributing to the active engagement of students. Teachers create an atmosphere in which students respect and feel comfortable with the study and experiences of art. They establish environments that create spaces for both emotional and intellectual involvement with art. Furthermore, accomplished teachers clearly understand that art learning can be a powerful motivator for students who may not have found success in other areas. They understand that some students find reasons for coming to school when it offers such nurturing and supportive environments.

Teachers Create Climates That Promote Equity for All Students

From the first day of the school year, accomplished teachers communicate their high expectations for students in several regards. They encourage and expect accomplishment in art that leads to artistic, conceptual, social, and emotional development. Teachers are consistent in the application of their expectations to all students. They respect the thoughts and judgments of their students and encourage the responsible expression of individual viewpoints both in and out of the classroom.

Teachers encourage students to experiment in their work and to set high standards for themselves. Along with this encouragement, teachers offer the assurance that students who work hard and take chances are supported in their endeavors. Thus, teachers support their students during experimentation to improve the possibility of success. They promote and support inquiry, thereby assisting students in taking risks to construct meaning throughout their art learning. Teachers create art environments in which care and support for all students are expressed in the sensitively applied principle of fairness. Teachers consistently provide recognition for a variety of student accomplishments and positive behaviors and establish an environment that promotes learning for all students, including those with special needs.

The expression of a range of ideas is encouraged and valued in the learning environments of accomplished teachers. Teachers consider student responses to art content not only in terms of right and wrong but also in terms of their quality. Divergent thinking is embraced and encouraged, because teachers understand that interpreting and telling stories about works of art provide unique opportunities for students to extend their creative and critical abilities in art and language.

Teachers establish environments in which constructive and sensitive criticism and the seeking of high-quality answers are the norm. Because creating and experiencing art can be intensely personal endeavors, teachers establish environments in which personal attacks, disparaging remarks, and other acts of disrespect are unacceptable. Further, they encourage students to embrace divergent thinking expressed through art.

Teachers Create Climates That Promote Social Responsibility

Even in a stimulating and compassionate learning environment, there are times when students act counterproductively. Accomplished teachers anticipate the situations that might provoke crises or conflicts in the classroom and know how to avoid them or mitigate their effects. Moreover, teachers skillfully manage and resolve unanticipated crises and conflicts. They seek order not for its own sake but in the service of a safe environment where planned, spontaneous, and varied activities can occur. With the assistance of students, they also set and enforce clear guidelines regarding acceptable behavior. When disciplinary action is necessary, teachers act promptly, consistently, and equitably, correcting problems with minimal disruption to the flow of the class. They have a repertoire of activities and teaching strategies that encourage the virtues of acceptance and open-mindedness. They raise questions that help students recognize their individual prejudices and belief in stereotypes and that serve to neutralize polarizing and acrimonious disputes.

Accomplished teachers know that a healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge. However, teachers also understand that children sometimes find themselves in settings where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, often drawing analogies to current and historical events to develop their ideas; they make students aware of the damage they can cause to the social fabric of the school and the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students. They demonstrate virtues they want students to emulate, such as honesty, responsibility, respect, fairness, and compassion. (See Standard III—Equity and Diversity.)

Teachers Create Climates That Promote Self-Discipline

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular activities. Patterns and repetition of classroom routines help students become responsible, self-directed, and self-sufficient. In supportive learning environments, students increasingly take responsibility for their own learning. Teachers model decision-making behavior with the expectation that students will begin to make informed decisions on their own. They are concerned not only that their students learn key ideas, themes, and concepts in art but also that the students understand how to learn in independent and productive ways. Accomplished teachers understand the importance of creating learning environments where students can work collaboratively without conflict. They know that developing classroom guidelines and procedures and sharing responsibilities for their implementation motivates students and enables them to fulfill responsible roles within learning communities.

<p>Teachers Create and Maintain Safe and Instructionally Effective Learning Environments</p> <p>Beyond creating environments that are socially and intellectually welcoming and secure, teachers establish learning spaces that are physically safe. Teachers know, understand, and adhere to federal, state, and local regulations regarding the use of art materials, tools, and techniques. Because of the mix of materials, equipment, and processes used in art, they understand how the art classroom can put students at risk. Some sources of potential harm include tools, kilns, and other materials that are appropriately found in the art environment. Teachers require that students know the health and safety issues that surround the use of different materials, tools, and techniques, and they establish clear safety and emergency procedures that students understand. Teachers model procedures and take prompt and appropriate action when inappropriate behavior or uses of materials occur.</p> <p>Before students are allowed to access materials or tools, teachers ensure that they have demonstrated the physical, cognitive, and emotional maturity to accomplish a task safely. Teachers regularly check the condition of potentially dangerous tools and materials before students use them. Finally, materials that can cause injury or illness are monitored carefully and stored correctly. Accomplished teachers are vigilant in taking measures to ensure the health and safety of students and others.</p> <p>In addition to safety procedures related to the storage, use, and disposal of art materials, tools, and equipment, accomplished art educators teach students principles of conservation, concern for the environment, and respect for the value of tools, materials, and works of art. Teachers model conservation of resources such as water, paper, and energy and demonstrate appropriate recycling procedures. They also illustrate ways in which artists have been innovative in finding new uses for cast-off materials or adapting tools and materials that were designed for other uses. Accomplished teachers demonstrate respect for the works of others; they model ways to store, care for, transport, and display art, thereby enabling students to develop good work habits, confidence, and a sense of pride.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VIII: Learning Environments	
OVERVIEW: Accomplished art teachers establish environments where individuals, art content, and inquiry are held in high regard and where students can actively learn and create.	
<p>Creating engaging, aesthetically rich learning environments that stimulate student inquiry and creativity is essential to the success of art education. Moreover, accomplished teachers recognize that art is studied in many unique spaces that extend beyond the classroom walls. Museums, galleries, studios, parks, and other settings are locations where art educators can teach and students can learn. Environments are not simply physical spaces but communities in which the goals of art and education are evident, the learning of art content is valued, and the ideas and expressions of students in a multitude of forms are welcomed.</p> <p>Teachers Establish Climates in Which Learning Can Flourish</p> <p>The learning environments that accomplished teachers create are organized and well designed and exhibit an imaginative and functional use of space. Even when the physical or virtual environment is beyond the control of accomplished teachers, they maintain their goals and curriculum. They are flexible and sensitive to the needs of teachers and others as they seek alternative spaces in the school for displays of artwork and visual resources. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) Accomplished teachers thoughtfully alter the arrangement of their learning spaces to best accomplish their instructional objectives. For example, the physical arrangement of the space needed for making art may not be appropriate for the study and discussion of visuals. Consequently, teachers create and modify spaces that invite student participation and accomplishment. These settings are conducive to the effective management of learning experiences. Teachers continually ensure safety in the routine distribution, storage, and maintenance of tools, equipment, media, and materials.</p> <p>The appearance of the spaces in which accomplished teachers work clearly communicates that they are art learning environments. Visual images abound, creating inviting places to experience and make art. The values of art education are implicitly expressed in the design of learning environments. Such environments show a commitment to and an enthusiasm for the arts, supporting students as they discover the value of art in their own lives. The students of accomplished teachers benefit from interesting and appropriately stimulating learning spaces.</p>	

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Although traditional classroom spaces remain the norm in most schools, accomplished teachers understand how continuing advances in technology will bring new challenges by means of virtual classrooms and digitally connected schools. The expansion of learning spaces into cyberspace offers rich and expansive opportunities for almost limitless resources and variations for delivery of instruction. Although technological advances bring an abundance of resources, new challenges continue to arise. As art rooms transform into electronic spaces, accomplished teachers will have to be ever cognizant of the continuing need for supportive contexts in which students can learn and create works of art. (See Standard VII—Instructional Resources and Technology.)

Accomplished teachers establish environments in which the value of art, art content, individuals, and learning is held in high regard. Such environments are supportive, congenial, and purposeful, contributing to the active engagement of students. Teachers create an atmosphere in which students respect and feel comfortable with the study and experiences of art. They establish environments that create spaces for both emotional and intellectual involvement with art. They create environments that embrace all students, including those who may find reasons for coming to school when art programs offer such nurturing and supportive settings.

Teachers Create Climates That Promote Equity for All Students

From the first day of the school year, accomplished teachers communicate their high expectations for students in several regards. They encourage and expect accomplishment in art that leads to artistic, conceptual, social, and emotional development. Teachers are consistent in the application of their expectations to all students. They respect the thoughts and judgments of their students and encourage the responsible expression of individual viewpoints both in and out of the classroom.

Teachers encourage students to experiment in their work and to set high standards for themselves. Along with this encouragement, teachers offer the assurance that students who work hard and take chances will be supported in their endeavors. Thus, teachers support their students during experimentation to improve the possibility of success. They promote and support inquiry, thereby assisting students in taking risks to construct meaning throughout their art learning.

Teachers create art environments in which care and support for all students are expressed in the sensitively applied principle of fairness. Teachers consistently provide recognition for a variety of student accomplishments and positive behaviors. They establish an environment that promotes learning for all students, including those students with exceptional needs. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

The expression of a range of ideas is encouraged and valued in the learning environments of accomplished teachers. Teachers consider student responses to art content not only in terms of right and wrong but also in terms of their quality and sound reasoning. Divergent thinking is embraced and encouraged, because teachers

understand that interpreting and telling stories about works of art provide unique opportunities for students to extend their creative and critical abilities in art and language. Teachers establish environments in which constructive and sensitive criticism and the search for high-quality answers are the norm. Because creating and experiencing art can be intensely personal endeavors, teachers establish environments in which personal attacks, disparaging remarks, and other acts of disrespect are unacceptable. Further, they encourage students to embrace divergent thinking expressed through art.

Teachers Create Climates That Promote Social Responsibility

Even in a stimulating and compassionate learning environment, students act counter-productively at times. Accomplished teachers anticipate the situations that might provoke crises or conflicts in the classroom and know how to avoid them or mitigate their effects. Moreover, teachers skillfully manage and resolve unanticipated crises and conflicts. They seek order not for its own sake but in the service of a safe environment where planned, spontaneous, and varied learning experiences can occur. With the assistance of students, they also set and enforce clear guidelines regarding acceptable behavior. Accomplished teachers are aware of their school and district student discipline policies and use these as guides in preventing and dealing with crises and conflicts. When disciplinary action is necessary, teachers act promptly, consistently, and equitably, correcting problems with minimal disruption to the flow of the class. They have a repertoire of learning experiences and teaching strategies that encourage the virtues of acceptance and open-mindedness. They raise questions that help students recognize their individual prejudices and belief in stereotypes and that serve to neutralize polarizing and acrimonious disputes.

Accomplished teachers know that a healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge. However, teachers also understand that students sometimes find themselves in situations where abusive language, put-downs, and bigotry are accepted and where prejudice and disrespect exist. Teachers actively counter such negative expressions, drawing analogies to current and historical events, as needed, to develop their ideas. They make students aware of the damage they can cause to the social fabric of the school and to the larger society by harboring and expressing prejudice. Teachers use principled judgment when confronted with ethical dilemmas in their relationships with students and their artworks. They demonstrate virtues they want students to emulate, such as honesty, responsibility, respect, fairness, and compassion. (See Standard III—Equity and Diversity.)

Working within contexts of continuously emerging technologies, accomplished teachers are vigilant in dealing with questions of plagiarism, appropriation, and copyright in relation to students as they produce works of art and after those works are complete. Twenty-first century technology continues to challenge current perspectives about how works are viewed, reproduced, transmitted, and recorded. With the advent of digital delivery systems rather than traditional vehicles such as

portfolios of original works, questions arise about judging the quality of the technical equipment rather than the works themselves. Practices such as cropping, photographic enhancement, or working in the style of another artist become increasingly complex as computer software and its technical capacities continue to advance. Accomplished teachers inform students of such ethical issues and stay current with emerging literature regarding copyright laws and related concerns. Accomplished teachers and their students work together to maintain environments in which the rights of artists are respected and their works are held in high regard.

Teachers Create Climates That Promote Self-Discipline

Accomplished teachers and their students work out procedures for organizing the classroom and participating in regular learning experiences. Patterns and repetition of classroom routines help students become responsible, self-directed, and self-sufficient. In supportive learning environments, students increasingly take responsibility for their own learning. Teachers model decision-making behavior with the expectation that students will begin to make informed decisions on their own. They are concerned not only that their students learn key ideas, themes, and concepts in art but also that the students understand how to learn independently and productively. Teachers create environments in which students willingly accept roles in the classroom that contribute to its successful operation, such as dispensing materials, cleaning up, and storing materials. Accomplished teachers understand the importance of creating learning environments where students can work collaboratively without conflict. They know that developing classroom guidelines and procedures and sharing responsibilities for their implementation motivates students and enables them to fulfill responsible roles within learning communities.

Teachers Create and Maintain Safe and Instructionally Effective Learning Environments

Beyond creating environments that are socially and intellectually welcoming and secure, teachers establish learning spaces that are physically safe. Teachers know, understand, and adhere to federal, state, and local regulations regarding the use of art materials, tools, and techniques. Because of the mix of materials, equipment, and processes used in art, they understand how the art classroom can put students at risk. Sources of potential harm include tools, kilns, and other materials that are appropriately found in the art environment. Teachers require that students know the health and safety issues that surround the use of different materials, tools, and techniques, and they establish clear safety and emergency procedures that students understand. Teachers model procedures and take prompt and appropriate action when inappropriate behavior or uses of materials occur.

Before students are allowed to access materials or tools, teachers ensure that they have demonstrated the physical, cognitive, and emotional maturity to accomplish a task safely. Teachers regularly check the condition of potentially dangerous tools and materials before students use them. Finally, accomplished teachers carefully monitor

<p>and store materials that can cause injury or illness, and they seek substitutions when possible. Accomplished teachers are vigilant in taking measures to ensure the health and safety of students and others.</p> <p>In addition to safety procedures related to the storage, use, and disposal of art materials, tools, and equipment, accomplished art educators teach students principles of conservation, concern for the environment, and respect for the value of tools, materials, and works of art. Teachers model conservation of resources such as water, paper, and energy and demonstrate appropriate recycling procedures. They also illustrate ways in which artists have been innovative in finding new uses for cast-off materials or adapting tools and materials that were designed for other uses. Accomplished teachers demonstrate respect for the works of others; they model ways to store, care for, transport, and display art, thereby enabling students to develop appropriate work habits, confidence, and a sense of pride.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD IV: Learning Environments and Instructional Practices	
OVERVIEW: Accomplished teachers design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills while training students for postsecondary education and careers.	
<p>Accomplished career and technical education (CTE) teachers create environments that are conducive to lifelong learning, with work-based activities and professional opportunities that captivate their students’ attention and engage their minds. Teachers recognize that academically rigorous, instructionally relevant activities stimulate curiosity and inspire a passion for learning that motivates students to explore and extend their knowledge. CTE instructors sustain this level of excitement by expressing enthusiasm throughout the learning process and nurturing their students’ interests through real-world connections. Accomplished teachers foster their students’ autonomy as well by providing them with opportunities to reflect on their intellectual and emotional development. Instructors establish objectives that have clearly defined criteria for success and invite students to evaluate their levels of mastery and identify areas they would like to strengthen. Accomplished CTE teachers know that when students help to assess their own progress, they gain accountability for their learning, feel empowered, and become proactive.</p> <p>Accomplished CTE instructors encourage their students’ ownership of the learning process and engage them further by involving them in the formulation of classroom rules, procedures, and expectations. Teachers manage their learning environments safely and efficiently while developing their students’ leadership and teamwork skills. Students gain personal confidence while developing the knowledge, skills, and abilities they need through independent and collaborative work that supports strategic risk taking and cultivates democratic values. Accomplished teachers work with their students to recognize the attitudes and demeanors that will and will not serve them well in the classroom and lab, or in a professional establishment. CTE instructors help their students achieve these educational objectives by contextualizing their learning within a series of projects aimed at increasing their intellectual maturity and functional independence. As students progress from the middle to high school level, the learning environment supports their growth by extending from classrooms and labs to the inclusion of career and technical student organizations and other related student groups, as well as supervised occupational experiences. Classroom and lab work may dominate instruction at middle schools, with teachers leading the facilitation of student organizations, but by high school, students should assume greater responsibility and become increasingly self-reliant in preparation for their postsecondary careers. Accomplished teachers ensure that work in all aspects of the</p>	

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CTE learning environment shifts from teacher-led to student-led as much as possible during this progression.

Contextualizing Education Within the Learning Environment

Accomplished CTE instructors consider the content knowledge they impart, the learning environments they create, and the instructional practices they use to be interrelated components of the same teaching dynamic, all geared toward the intellectual and emotional development of well-educated, technically capable professionals. Content knowledge is thus always contextualized, always purposeful based on this goal—the learning environment is structured to provide that context and reaffirm that purpose—and the instructional practices are defined by their attention to and movement between the creation of the learning environment and the delivery of content knowledge. The evaluation of one component inevitably evokes the other two, and the description of all three conveys the energy and drive of the CTE learning experience. (See Standard X—Reflective Practice.)

The applied learning environment is the hallmark of career and technical education. Accomplished CTE teachers contextualize learning experiences by focusing student investigation and discovery in authentic work situations. They achieve this goal in various settings, including classroom simulations, workplace labs, and occupational placement outside the school (e.g., on-the-job training, apprenticeships, clinical internships, or service-learning projects). Teachers use project-based activities to challenge their students, encouraging them to develop new skills and acquire new knowledge through hands-on practice. Students who design and produce deliverables such as electric vehicles gain expertise by working together as efficiently and effectively as possible to solve technical problems and address workplace issues. Learning activities are geared toward empowering students by strengthening their ability to think critically, work collaboratively, negotiate strategies, and make decisions while demonstrating leadership and teamwork. Instructors observe student performance and evaluate project outcomes to assess their students' mastery of learning objectives and determine the status of their technical competency. Accomplished CTE teachers structure their classrooms and labs based on the demands of high-performance workplaces and the practice of successful professionals.

The paradigm of applied learning is driven by the desire to engage students and foster their command of cross-disciplinary and industry-specific knowledge, as well as their grasp of transferable or employability skills. Accomplished CTE teachers believe it is their responsibility to develop all aspects of their students, encompassing academic, professional, social, emotional, and ethical growth. The CTE learning environment is specifically designed to cover all these areas. Teachers cultivate their students' progress on all fronts by addressing student interests dynamically and approaching instruction deliberately, based on the way students learn best—in context, with their hands and minds actively involved and engaged in meaningful and significant tasks. Educators design projects that require students to draw on their understanding of different disciplines as they use the strategies and techniques necessary to create

project plans, overcome technical obstacles, meet project requirements, and deliver successful results to their work supervisors, or instructors. Educators challenge their students to build their knowledge—and reflect on their attitudes—so that students can improve their skills and abilities while evolving their values and beliefs from project to project. Teachers tailor their instruction in response to their students' perceptions of what is real and relevant at the moment and what is pertinent to their future—a message that places high value on student initiative and creativity. For instance, an engineering instructor and a landscape design teacher may work collaboratively and address their students' desire for a skate park by creating a joint project requiring students to use their knowledge of form and function to develop a public space they could use. CTE instructors guide students to question and explore their world with a sense of purpose—to experiment with various methods of creating finished products, to practice working cooperatively and productively in teams, and to gain control of the outcomes they achieve.

Accomplished CTE teachers implement and modify their instructional practices to empower students as they take this journey of self-discovery through the learning environment to the world of work. The pedagogical choices teachers make depend on the learning goals of their students, the technical demands of their instructional activities, the dynamics of their individual learning environments, and the personal characteristics of their students. As teachers plan their approach to learning activities, they are attentive to their students' progress within a lesson or unit, recognizing when projects need to move from classrooms to labs or other workplace settings for students to attain optimal skills. For instance, a masonry instructor whose students have mastered repointing in the classroom may take her students to a private residence so they can practice their skills on site by fixing a damaged wall. Accomplished CTE instructors know how to move between the different areas of their learning environment to supply rigor, deepen conceptual understanding, and instill a true appreciation of industry demands. They maintain a flexible approach to instruction, allowing learning content and student dispositions to guide their strategies and using student responses and teaching experiences to inform their modifications. Accomplished teachers understand there is an ongoing dialogue between the pursuit of learning objectives and the management of learning environments—one consideration always affects the other. Attuned to both, instructors are adept at adjusting their pedagogical techniques to meet learning goals and improve student outcomes while engaging students in various environments and advancing their postsecondary readiness.

By altering their methods of instructional facilitation, accomplished CTE teachers help students become well rounded within their chosen career fields. Different areas within the learning environment require different teaching methodologies. CTE instructors know how and when to transition from direct to indirect supervision so students can work as autonomously as possible. For example, in a mechanics or construction laboratory in which students use power tools, a teacher is required to supervise students at all times to ensure their safety; however, a theatre instructor is free to use guided supervision and may have a student manage the technical aspects

of a stage production as the light board operator while the teacher circulates between the stage and the booth. Similarly, a family and consumer science instructor who teaches food services may allow students to complete food preparation and packing on their own for a catering assignment. While these modes of operation are fairly typical within these settings, accomplished teachers use them as opportunities to advance the understanding of their students by stressing the importance of learning to act on their own as responsible professionals. So, for instance, a teacher might model her lab environment on a real-world scenario in which members of an organization are cross-trained to perform various tasks; one group might serve as safety officers, monitoring their peers' adherence to safety guidelines, while another group may conduct quality assurance and quality control checks on the equipment being used. Setting up the lab as the teacher has in this example may require time and training, but doing so engages students in the maintenance of a safe and secure learning environment, teaches them the value of cross-training employees, shows them the benefits of working collaboratively, and allows them to take ownership of lab activities, all while freeing the teacher to provide more one-on-one coaching as needed during lab exercises. Accomplished CTE teachers manage their learning environments strategically, thinking about how a single decision or set of decisions can advance logistical and instructional goals on multiple levels.

Accomplished CTE teachers ensure that classroom expectations are closely aligned with workplace demands so students learn how to meet industry guidelines and performance standards as well as technical job requirements. With this understanding in place, instructors remain receptive to student interests and ideas and encourage students to demonstrate initiative in the learning environment. Instead of serving as the sole source of authority or expertise in the classroom and lab, teachers allow their students to take on leadership roles and contribute to the generation of educational experiences. For example, a journalism instructor may appoint students to serve as editors of the school's literary magazine to promote the acquisition of the leadership skills they will need to be successful in their chosen industry. Educators encourage the development of positive, productive behavior by entrusting their students with increased responsibility as they gain new understanding and experience. Teachers focus on the learning process as much as instructional content, aware that a collaborative, stimulating, and challenging learning environment significantly enhances student performance and growth. They help students identify how and when they best learn as well as what they need to learn and why they need to learn it. To establish this kind of thoughtful, introspective learning environment, teachers initiate two-way communication based on trust and mutual respect. They encourage students to increase their level of interpersonal awareness and social maturity so they can express their preferences and learning needs cooperatively, knowing that the interests of their peers might differ. For example, a teacher might urge a student who refuses to work with team members to think about his behavior, consider the adverse effect his reluctance might have on future employability, and decide what he could do to achieve a better outcome. CTE teachers are resourceful, using behaviors detrimental to career success as learning opportunities to guide student reflection where and when appropriate. They address issues and concerns with their students in

an ongoing manner, using their knowledge of students to advance the social, intellectual, and emotional development of all learners.

On a daily basis, accomplished CTE teachers address the diverse learning needs of individual students while working with all students to meet the general goal of achieving postsecondary readiness. This is a notable accomplishment, since students in a classroom may simultaneously engage different tasks in different ways—individually, cooperatively, in small groups, or in the context of a whole-class project. Throughout these activities, teachers empower their students by making them feel valued as individuals. They appreciate the unique challenges that students face and anticipate situations that might disrupt classroom activities or impede a collective sense of purpose and enthusiasm in the learning environment. CTE instructors minimize instructional difficulties and group students so they can help each other while advancing their own learning goals. For example, an upholstery teacher may pair a student with dysgraphia who has highly developed motor skills with one who is mathematically adept but less dexterous so they can work together to strengthen their weaknesses as they calculate yardage and cover a chair. Accomplished CTE teachers create learning environments that provide students with valuable opportunities to work with their peers and enable them to reach their learning objectives. Through the teaching strategies they adopt in their learning environments, CTE instructors continually reinforce the importance of working collaboratively to achieve complex goals. They create learning environments that promote fairness and cooperation, recognize and reward quality work, and utilize constructive feedback to inspire students.

Empowering Students as Autonomous Learners

Accomplished CTE teachers are passionate about their professional fields and driven by their love of learning. They convey enthusiasm to their students and cultivate a similar sense of excitement in them, establishing a culture of proactive inquiry that encourages curiosity, supports learning, and leads to student growth. CTE teachers urge students to take risks, ask questions, and explore answers so students can acquire knowledge, take pride in their discoveries, and develop their areas of professional interest. Instructors achieve this goal by designing projects that evolve with their students. Rooted in student interests, these projects gain complexity and depth through student feedback and teacher guidance. For example, a visual media instructor might teach students the fundamentals of photography and end the course with a photo shoot requiring students to demonstrate mastery of lighting and composition issues that challenged them along the way. CTE teachers structure the learning process so students can reflect on their needs and desires in consultation with their teachers as they become fully invested in their educations. To demonstrate the importance of lifelong learning and strengthen their common interests, teachers describe the intellectual activities that they pursue as well, whether these activities take place inside or outside the learning environment. Throughout this process, teachers support their students' investigation of industry-specific, cross-disciplinary,

and general academic questions, fostering their growth as individual thinkers with unique learning styles and educational goals.

Accomplished CTE instructors understand that thoughtful risk taking can help students gain invaluable experience as thinkers while building their confidence as future professionals. They therefore encourage students to take learning risks that will cause them no physical harm. Educators allow students to try out their ideas even when they know students have not chosen the best way of achieving their goals. Experiments like these allow students to obtain a deeper understanding of the skills and abilities they are acquiring. Letting students make mistakes before engaging them in reflection helps them realize why one method may work better than another—not only in the immediate situation but in related situations as well. For instance, a horticulture student trying to optimize seedling growth might use a rich soil mix that promotes fast germination but produces tall, lanky seedlings; after discussing the situation with her teacher and considering the scientific rationale for the results she achieved, the student might have a more thorough understanding of how to amend the soil and produce a better mix in the future. To extend student knowledge, teachers strive to remove barriers from the learning process and invite their students to initiate discussions and address issues, even controversial ones. For example, an advertising instructor may facilitate a debate regarding the appropriateness of marketing prescription drugs directly to consumers. Importantly, CTE teachers try to make sure their students feel comfortable expressing themselves in the learning environment so they are neither afraid of taking risks nor ashamed of making mistakes.

While empowering students to take charge of their education, accomplished CTE teachers instill the importance of intellectual discipline as well. They push themselves, their colleagues, and their students to think rigorously and act decisively to improve learning outcomes. CTE instructors model a strong work ethic in everything they do, from the careful attention they bring to classroom instruction to the “can do” attitude they take with students and way they overcome learning challenges. When students are ready, instructors transition from more prescriptive to less prescriptive methods of facilitation to help students develop into creative, mature thinkers capable of pursuing independent learning. For instance, an instructor in a teacher preparation program may initially facilitate tutoring sessions with a student, but by the end of the course may opt to observe the student instead and reflect with her afterward regarding instructional methodologies. As students grow and succeed in their work, accomplished CTE teachers encourage them to assume leadership responsibilities and take greater initiative.

Maintaining a Safe Learning Environment

Accomplished CTE teachers ensure that their learning environments are both physically and emotionally safe for all students and thus capable of supporting their growth and development. Instructors approach this responsibility in a deliberate and proactive manner, establishing clear expectations for classroom activities and

interactions, teaching students how to use equipment and materials safely, and establishing classroom cultures in which students treat each other respectfully and professionally. Accomplished CTE teachers set high standards of conduct for their students throughout the learning process.

CTE classrooms, labs, and worksites are often filled with machinery, equipment, and materials that could be dangerous to students or cause property damage if used improperly. Safety instruction is thus central to career and technical education programs. Accomplished CTE instructors not only require their students to understand and demonstrate competence in safety protocols, but also cultivate their students' ability to take leadership roles when it comes to maintaining safety. For example, an instructor might assign students safety monitoring responsibilities or have students teach their peers refresher lessons on specific safety steps and processes. Accomplished teachers ensure that students with exceptional needs can also participate fully and safely in their programs, and they work with students and their support teams to identify the best ways to accommodate students' needs without placing undue restrictions on their participation in class activities. For instance, in an event management class, students with exceptional needs who are acting as servers in a simulation of a fast-paced sports concession facility may be paired with mentors who help them complete tasks while remaining as neutral as possible—one student with a cognitive impairment might repeat orders verbally so her mentor can write them down, while another student with a hearing issue may have his mentor repeat orders so he can write them down. Alternatively, an automotive technology teacher working with a student in a wheelchair may strategize different ways for the student to complete work tasks, adjusting the position of the car lift as needed to maximize the student's upper body strength and help her reach repair sites safely. CTE instructors obtain the learning resources they need and create meaningful accommodations to provide students with access to the same learning opportunities as their classmates while safeguarding them from potentially dangerous or overwhelming situations.

Accomplished CTE teachers understand it is essential to protect students' emotional safety as well as their physical safety. Therefore, they take multiple steps to ensure their learning environments are free from harassment, bullying, intimidation, social aggression, and exclusion. Instructors work with their students to establish class rules and guidelines for interpersonal communications and enforce these expectations consistently. They teach and model the importance of valuing differences and communicating respectfully, designing lessons and activities that reinforce these principles. For instance, a counseling teacher who has a gifted student with high verbal acuity but weaker communication skills may allow the student to use pre-scripted note cards during mock counseling sessions so she can develop therapeutic rapport among her peer group. Accomplished educators create inclusive learning environments, in which students with exceptional needs and students from underrepresented groups are accepted members of the class community, treated fairly, and never marginalized. To determine whether all students feel comfortable, respected, and welcome within the learning environment, teachers supplement their

perceptions and observations with regular one-on-one conversations. They ask students whether they are facing any challenges and work with them to resolve problems as necessary so students feel valued as full participants in the learning community. (See Standard II—Responding to Diversity.)

Utilizing Technology in CTE Programs

Electronic devices and software can automate safety procedures, increase the speed of process-driven applications, store data, and help students research and share ideas. Accomplished CTE teachers employ technology to support student learning, and they address it as a topic of instruction. CTE instructors are skilled at integrating technology seamlessly within their learning environments.

Accomplished CTE instructors use a variety of tools to manage their classrooms and labs effectively and monitor student growth efficiently. For example, some CTE teachers may upload manuals to mobile devices so students have immediate access to the safety warnings, operating procedures, and maintenance information they need; others may use tracking instruments so students can register their information and check out bar-coded equipment in an orderly manner. Software used to create, administer, and score educational assessments may also allow teachers to evaluate their students online, refine their instruction based on the analyzed data, and reflect with students in a timely manner. For instance, a teacher may employ audience response technology as part of a formative assessment to monitor student understanding during instruction. Accomplished teachers may involve students in data tracking as well. For example, in a middle school information technology class, an instructor may have students record their weekly typing speeds by creating and updating a computerized spreadsheet of the data. Graphs, charts, and other visual aids used to store and present information related to student performance support long-term statistical measurement and facilitate conversations with colleagues, students, and their families.

Sharing information related to program activity allows accomplished CTE teachers to involve their stakeholders in the educational process in meaningful ways. Instructors understand how to protect student privacy while increasing the transparency of data collection and analysis by using aggregated results as appropriate. They utilize technology responsibly to extend learning communities for the purpose of improving student outcomes. For example, CTE teachers may employ mobile tracking, real-time document sharing, or video conferencing to work with documents or spreadsheets during meetings and conferences; they may also set up notification systems to provide educational partners with fast, reliable communication of significant events and alerts. The tools available in collaborative networks help teachers remain connected even if they work in remote locations. Technology facilitates the dissemination of best practices among all educators, allowing them to promote student needs and interests as advantageously as possible.

Within the learning environment, accomplished CTE teachers model digital literacy and creativity for their students, encouraging them to practice and experiment responsibly to improve their facility with technology. Instructors urge their students to take an inductive rather than a deductive approach to the selection of appropriate technology, so students base their conclusions on specific advantages and disadvantages of working with one form of technology over the other. While doing so, teachers emphasize fundamental aspects of digital citizenship, showing their students the principles of ethical behavior on the web and the “netiquette” they should observe when communicating and collaborating online. To accomplish these objectives, teachers begin by identifying technological resources available to their students. For example, a business, marketing, and financial services instructor who specializes in e-commerce may facilitate a project in which students design, construct, and maintain a website using online tools. Or a theatre teacher may show his students how to age their faces digitally so they have older models of themselves for the application of “old age” stage make-up. Accomplished teachers guide their students as needed while allowing them the freedom to explore technology on their own as they advance their learning through project-based experiences they help to design. For instance, a CTE teacher may have film students investigate lighting and sound solutions to learn the benefits and drawbacks of different technologies and determine the options they prefer given their set location, scene, time of day, and weather conditions. Field experience outside the classroom or lab, online or otherwise, represents an important way of learning about technology. As with all aspects of their education, CTE instructors support and encourage their students to become autonomous, independent learners.

Accomplished CTE teachers create stimulating learning environments that challenge students with compelling projects and give them real world experiences that will prepare them for postsecondary opportunities and demands. By providing their students with attention, affirmation, and affection, instructors inspire them to work at their full potential, take responsibility for their own educations, and develop into lifelong learners. Through rigorous and relevant instruction, teachers motivate their students further by generating enthusiasm for the journey to college and career success. Educators foster intellectual curiosity on all fronts so that students become well rounded and self-reliant. Implementing organizational structures and teaching practices that target the needs of individuals while enriching group dynamics and encouraging teamwork, CTE instructors help their students become mature, self-reflective learners and versatile, capable professionals.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VI: Instructional Practice	
<p>OVERVIEW: Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students' characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students' linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives.</p>	
<p>Preparing for Effective Instruction</p> <p>In preparing for effective instruction, accomplished teachers of English language learners analyze students' strengths and needs, including academic and linguistic abilities. By connecting with students' lives and showing concern for them as individuals, teachers gain students' trust and confidence, encourage them to experiment with language and content learning in English, and focus them toward positive interactions and independent learning. Teachers incorporate students' cultures into their instruction, build upon students' accomplishments, and communicate a vision for success to all students.</p> <p>In addition to considering the needs of students when planning for instruction, teachers also consider learning objectives as they gather a rich array of instructional resources and determine appropriate teaching strategies. They identify the linguistic, cultural, and conceptual demands of texts and tasks and select varied instructional approaches that enable students to deepen their knowledge of English, increase their access to curriculum, and enhance their enjoyment of school.</p> <p><i>Integrating Language and Content</i></p> <p>Accomplished teachers know that learning English takes time and that learning academic English cannot be deferred until students have sufficient mastery of the new language. Consequently, teachers organize instruction around both content and language learning goals. Teachers may derive language objectives from a set of subject area learning standards, or they may select content-area topics and learning tasks to support communicative and functional language objectives. Integrating language and content instruction occurs along a continuum of emphasis on either language or content.¹</p>	

¹ For additional information, refer to the appropriate National Board subject area standards

Accomplished teachers may plan to integrate topics from different disciplines and organize them around broad conceptual themes. Planning for thematically coherent, content-based language teaching allows teachers to take advantage of the natural redundancy of language, whereby the language used to discuss related concepts, such as vocabulary as well as sentence structure, is reinforced through multiple opportunities for exposure and practice. In addition to planning age-appropriate, thematically-linked instruction, accomplished teachers purposefully plan to integrate students' use of listening, speaking, reading, writing, and visual literacy in class activities and home assignments.

Building on Students' Prior Knowledge, Experiences, and Interests

Accomplished teachers know how to make difficult concepts more comprehensible for English language learners by designing instruction that builds on prior knowledge and experiences, personal strengths, interests, and linguistic abilities. Teachers maximize opportunities for students to explore and discuss central ideas in the curriculum by selecting major themes and guiding questions that encourage students to build connections to their prior knowledge and experiences. For example, teachers might ask newcomer students, literate in their primary language but at a beginning level of English proficiency, to write stories in their primary language about personal experiences, translate their stories into English with the assistance of peers, and then share their stories with classmates by reading aloud or by adding the stories to an online collection. When teaching about early settlers and pioneers in U.S. history, teachers might incorporate some students' and their families' immigration or migration experiences.

Selecting Materials and Resources

Accomplished teachers strategically select sources to expose students to increasingly complex language. Teachers plan assignments to provide resources appropriate to students' English language proficiency levels and ensure that students have access to reading materials. To support students' development of academic English, teachers offer a wide range of literacy experiences that expose students to linguistic features characteristic of content-area texts as well as of meaningful tasks and interactions.

Accomplished teachers of English language learners select, adapt, and create a range of diverse materials. They look beyond textbooks into other school resources and the community, seeking opportunities to enrich students' learning experiences. Whenever possible, teachers identify bilingual or bicultural school staff and community members to support literacy instruction. Teachers may invite family and community volunteers to read bilingual books and work with students individually or in small groups to develop reading and writing skills in the students' primary languages, to promote students' cognitive development, and to facilitate transfer of literacy skills from primary languages to English.

Accomplished teachers working with English language learners are sensitive to dialectical differences in primary language materials and, therefore, seek instructional resources from the diverse regions represented by their students. The purposeful selection of challenging materials appropriate to students' primary language and literacy levels and their English language abilities and content learning needs maximizes their opportunities to learn and use English.

Accomplished teachers understand that all students benefit from instruction representing multiple perspectives, and they know that English language learners need to see themselves and their experiences meaningfully reflected in the curriculum. Teachers are also aware that conventional materials may be limited and even inaccurate in portrayals of the social, political, and historical contexts of indigenous people and other ethnic or cultural groups. Therefore, teachers of English language learners critically review their curriculum and, as needed, supplement and modify materials and instructional tasks to include students' perspectives.

Accomplished teachers are familiar with and know how to incorporate a wide range of current technological resources into their instruction to help develop or reinforce students' learning of language, culture, and concepts related to the curriculum. To inform their efforts to incorporate technology, teachers first assess students' computer literacy and knowledge of relevant terminology. Teachers may infuse linguistically, culturally, and age-appropriate technology to provide activities that extend students' learning and offer academic support, such as online publishing or research. Teachers may use Web sites or Internet-based resources for relevant video clips and pictures, for example, to build students' background knowledge.

In order to build background knowledge, accomplished teachers seek resources and plan ways to use technology creatively to facilitate students' learning. Teachers recognize, however, that age-appropriate literature, textbooks, and Web sites in English may require levels of language proficiency higher than many of their students possess. Resources written in simpler English may not engage students' interest, and materials in students' primary languages may not be available or appropriate. Teachers prepare for instruction by acquiring a variety of multimedia resources for classroom and school library collections in English and in other languages to support their students' language and literacy development as well as to facilitate their access to the curriculum.

Teaching Collaboratively

Accomplished teachers collaborate with a wide range of instructional colleagues both formally and informally. They identify the best partners to support students' needs and collaborate with them in planning, teaching, assessing, and reflecting on their instruction. Teachers work with staff and school administrators to establish common planning times and use innovative and effective strategies to confer and plan instruction with colleagues. In collaboration with content-area teachers, teachers of English language learners ensure that English language objectives are

taught explicitly and appropriately with content learning objectives. Collaboration with content-area teachers may involve both teachers examining the curriculum for linguistic, cultural, and conceptual demands to plan appropriate instruction. Accomplished bilingual teachers of English language learners might work with content-area teachers to identify important concepts and key vocabulary and to preview and reinforce instruction in the students' primary language. Teachers may also work with reading specialists to assist students in identifying appropriate reading strategies so that students can meet the linguistic demands of textbooks and learn essential concepts.

Managing Learning in the Classroom

Accomplished teachers plan for effective classroom management practices for English language learners. Teachers seek orderly classrooms so that spontaneous engagement can occur and imagination and learning can flourish. Teachers anticipate possible concerns related to cultural identity as well as intercultural conflicts among students, and they analyze and employ effective ways of preventing or mitigating the effects of such concerns or conflicts. For example, when planning to incorporate group work, teachers determine whether pair-work versus large-group configurations provides the most productive and effective learning opportunities. In addition, when establishing groups, teachers consider students' English language proficiency levels, primary language and cultural backgrounds, and personal characteristics such as gender and personality. Teachers distinguish between student misbehavior that undermines classroom civility and exuberance that adds vitality to learning experiences. When disciplinary action is necessary, teachers act promptly, equitably, and with minimal disruption to the class. Discipline strategies, set within parameters of school policy, are sensitive to the cultural norms familiar to students and allow students to retain their dignity. Teachers work to include all students in congenial and equitable learning environments.

Accomplished teachers effectively manage students' learning time. Teachers know when to extend time devoted to an activity, and just as importantly, when to curtail or conclude an activity for maximum language learning. Teachers establish highly structured, orderly learning routines that communicate to students what is expected of them, thus helping students to focus on successful language learning opportunities and to feel confident about participating in class. Teachers plan instruction that uses time efficiently and enables them to adapt as circumstances dictate in order to address language and content objectives and meet students' unanticipated needs and learning interests.

Providing Effective Instruction

Accomplished teachers of English language learners create and maintain classroom climates of high expectations, sustained engagement, common goals, and mutual support among students. Teachers structure emotionally secure and intellectually rigorous learning environments where students may be included in developing rules

and routines for effective learning. Students have a sense of belonging, accept the rules of the classroom community, take responsibility for their learning, and are eager to learn. Teachers facilitate students' language and content learning by upholding high standards for meaningful communication to facilitate instruction that leads to sustained academic achievement in all subjects.

Accomplished teachers choose, develop, and modify instruction based on ongoing observations of students' linguistic needs. Teachers implement effective instruction by structuring lessons around pre-teaching, scaffolding, exposure, practice, and feedback. They recognize that structured routines, especially within lessons, are essential to the academic success of English language learners.

Differentiating Instruction in the Language Domains

Accomplished teachers understand that English language proficiency typically develops unevenly across the five language domains of speaking, listening, reading, writing, and visual literacy. A student may have strong reading skills, for example, but experience difficulty with fluent oral communication. Teachers therefore differentiate instruction according to each student's level of English proficiency in each of the language domains.

Listening

Prior to practice in listening, accomplished teachers provide background knowledge that may include an introduction to or review of key vocabulary, grammar, or discourse structures. Teachers might scaffold instruction by implementing graphic organizers and setting a purpose for listening. To practice listening, for example, students might be asked to follow directions for a variety of tasks. Teachers recognize that English language learners need sustained and ongoing exposure to the specific language related to topics of study displayed in the learning environment. Teachers may display relevant posters and visual images with labels throughout their classrooms. To support the language objectives of a lesson on requests, for example, a teacher might display cartoons created and illustrated by students in which the dialogs depict appropriate examples of language, such as requests for assistance, information, or advice.

Speaking

Accomplished teachers model appropriate speaking for their students and incorporate opportunities for students to enhance their speaking skills. When introducing themselves at the beginning of the school year, for instance, early childhood teachers might model formal and informal introductions. Teachers could create environments rich with examples of the language of introduction and have students practice multiple forms of introductions using puppets. Teachers might have older students audio-record their introductions and develop suggestions for improvement. Students could then introduce themselves to partners or introduce

one another to members of a group or to the class with teacher and peer feedback. Teachers know how to create speaking activities involving students' prior experiences and knowledge so students have a rich context for expressing ideas and are able to transfer their linguistic knowledge.

Reading

Accomplished teachers introduce students to the power and enjoyment of literacy by selecting materials appropriate to the interests, cultural backgrounds, grade-level curriculum, and language and literacy experiences of their students. Students read for a wide range of purposes, including basic comprehension, personal enjoyment, information gathering, and critical understanding.

Accomplished teachers are knowledgeable about teaching phonemic awareness, decoding, vocabulary development, comprehension, and fluency as appropriate to students' grade levels and content-area learning, focusing on students' specific needs. For example, a middle school science teacher might emphasize vocabulary development while an early childhood teacher might focus on all five components.

Accomplished teachers identify and pre-teach essential vocabulary likely to be unfamiliar to English language learners. Teachers employ effective techniques such as the use of visuals, semantic maps, translations, and realia to assist in developing key vocabulary and conceptual prerequisites that students need to understand texts. Because many English language learners arrive in U.S. schools with literacy skills and reading strategies already developed in their primary languages, teachers accelerate students' English literacy development whenever possible by building on these skills and strategies through cognate awareness and guided reading. Teachers direct students' attention to organizational characteristics of texts such as headings, introductions, and topic sentences, as well as tables of contents, and the alphabetic ordering of glossaries.

Accomplished teachers instruct students by drawing on multiple, interacting systems of language knowledge in English—sentence and word forms, grammar and discourse structure of texts, word meanings, and background knowledge. Teachers know how and when to emphasize vocabulary instruction and how and when to monitor for comprehension.

Writing

Accomplished teachers differentiate writing instruction to address students' varying levels of fluency in writing. Teachers know when to offer English language learners choices in writing prompts and when to select topics and assignments appropriate to students' culturally-based experiences, English language proficiency, writing abilities, and grade-level expectations.

Accomplished teachers reflect on the sources of students' writing errors and provide clear, direct instruction to explain target forms. Teachers model the writing process, provide word banks and sentence frames, and provide students with thoughtful feedback to improve their writing in English. Teachers also guide students in using appropriate resources such as editing checklists, scoring rubrics, and peer and teacher conferences so that students can identify their own strengths and limitations and effectively edit and revise their writing. Teachers provide specific, timely, and consistent feedback that students of diverse backgrounds can understand and incorporate into their writing. Teachers understand patterns of language used by learners, as well as their avoidance of specific structures and skills, and shape instruction and feedback to address aspects of language that students have not yet mastered.

Visual Literacy

Accomplished teachers design tasks that help students acquire skills necessary to communicate with visual information. To support students' language development, teachers pre-teach key vocabulary and the processes of interpreting graphic representations, evaluating media messages, and employing visuals to communicate. Teachers may use images, such as photographs, political cartoons, illustrations from children's books, films, maps, charts, and graphs. In a lesson on persuasion, for example, teachers might create an image bank of persuasive techniques used in print advertisements. To scaffold the lesson, teachers might have students view an image that employs a particular persuasive technique, and then move to images representing more complex ideas, ultimately guiding students to choose an idea or product to advertise for a specific, real audience and create their own marketing campaign that incorporates several images. Teachers might provide students with word banks and sentence frames to allow all English language learners to develop their English and to access new concepts. Throughout their classrooms, teachers could provide a variety of advertisements representing the distinct cultures of their students. When teaching visual literacy, accomplished teachers keep in mind that age, culture, and prior experiences contribute to students' abilities to interpret and use visual symbols. For students with limited experiences involving visual images, teachers might provide additional exposure to visuals and opportunities to interpret them.

Engaging and Motivating Learners

Accomplished teachers' knowledge of students and strong command of English and other subjects comprising the curriculum provide the tools necessary to engage all students in language learning. Teachers recognize that students' needs and interests contribute to their language development, which is facilitated when each student perceives the personal significance of instruction. Teachers might incorporate topics and issues relevant to students' needs and interests to motivate them to continue independent language and concept learning outside the classroom and extend their understanding of the world. Teachers seize opportunities to inspire students by

helping them form significant connections between schoolwork and their daily lives and perceive the real-world applicability of language skills they learn. Teachers offer students multiple ways to attain success in their classes and structure activities to ensure meaningful language development.

Accomplished teachers recognize the benefits of bilingualism and how it may contribute to English language learners' academic success. Teachers motivate students to maintain literacy in both their primary language and in English by connecting the cultural backgrounds of their students to content and language objectives. Teachers, for instance, might invite bilingual community members to discuss how bilingualism contributes to learning English as well as to their careers and to the community.

Providing Students with Focused Language Instruction

Accomplished teachers know when and how to provide focused language instruction that promotes students' acquisition of and interest in English. Recognizing that language-focused activities are more meaningful to students when they understand texts they read and hear and when topics of discussion and assigned books are relevant to them, teachers might allow for students' voices in curricular decisions such as the choice of reading material. Teachers know that many students cannot develop academic English entirely on their own, and, without focused language instruction, may reach plateaus at any level of English language development. Such instruction can include contextualized attention to distinctive sound contrasts; effective use of synonyms, varied word forms, and rhetorical features; and strategic tasks that integrate the functional uses of language.

Thinking Critically

While planning their lessons, accomplished teachers recognize that today's complex world requires multifaceted approaches to thinking and acting. Teachers challenge students cognitively at both individual and group levels by asking questions that elicit problem-solving abilities. Teachers employ a combination of activities and techniques, such as graphic organizers and word lists, which allow students to construct their own understandings of the material. Teachers analyze the linguistic and cultural demands of learning tasks that require students to think critically, and that provide them with sufficient support. Accomplished teachers initiate tasks that foster inquiry, building students' capacity to communicate complex ideas. Teachers encourage students to ask questions that extend or clarify concepts, promote deeper thinking, or provide diverse perspectives. They motivate students to synthesize conceptual understandings verbally and in writing, constantly integrating students' English language development with academic content learning. By involving students in critical thinking activities, teachers develop language learners who challenge assumptions, engage in creative projects, persist in explorations of difficult material, think substantively, and demonstrate a commitment to acquiring a high level of English language proficiency.

Individualizing Instruction

Based on students' needs, accomplished teachers might teach particular grammatical structures, such as relative clauses or question forms. They might teach useful discourse forms, such as phrases signaling a courteous interruption or an expression of a difference of opinion. Teachers provide clear and accurate explanations with multiple examples, model the target language structures, and provide opportunities for students to practice these new language forms and functions through interactive tasks such as show and tell, role-playing, and simulations.

Accomplished teachers pay special attention to the needs of students at varying English proficiency levels, content knowledge, and educational backgrounds, while adhering to appropriate curricula, standards, and time lines. When teaching reading, for example, teachers know when and how to explain vocabulary and give clear explanations informed by their knowledge and understanding of students' culture and English proficiency. Secondary social studies teachers might teach students at advanced levels of English proficiency how to use reported speech accurately and effectively in their writing. Teachers of mathematics may explain the interpretation of meaning and accuracy of forms for conditional structures used in algebraic expressions, such as "If x , then y ."

Accomplished teachers scaffold instruction so that students can express themselves effectively. For instance, teachers might provide explicit instruction on how to summarize others' remarks or how to change the subject so that students can use these discourse skills effectively in conversational tasks. Teachers might also provide templates to guide students' oral and written production. A science teacher who teaches English language learners, for instance, might use sentence frames expressing sequence or cause and effect to help students report findings from an experiment. Teachers pose cognitively complex questions modified according to students' English proficiency and scaffold their ability to respond reflectively and with increasingly complex language. Teachers include activities that require students to interact orally in class. To extend students' classroom practice in academic language, teachers might structure opportunities that encourage additional practice during extracurricular activities or after-school homework clubs.

Using the Primary Language as a Tool

When appropriate, accomplished teachers support students' optimal learning through the use of their primary language to create meaning and engage in discussions about new concepts. Teachers are aware that students' knowledge of another language may complicate their comprehension of concepts expressed in English. For example, students may mistakenly associate the meanings of false cognates, such as embarrassed in English and embarazada, which means pregnant in Spanish. Teachers know that a strong literacy level in the primary language supports

English language literacy development and learning. They acknowledge and value students' primary languages and encourage their development by creating environments rich in oral language use, print and visual literacy, and cultural diversity. In instructional settings where more than one language is used, teachers use both languages as teaching and learning tools when appropriate. Teachers keep linguistic and conceptual goals in mind when making language choices for instruction. They attempt to build on the linguistic abilities students bring to school and help them move toward greater understanding and use of English as a medium for learning.

Accomplished teachers understand the limitations imposed on students' participation, critical inquiry, and creativity when all instruction is delivered in English. Teachers find ways to encourage the use of students' primary languages when appropriate. Teachers might group students according to language dominance, for instance, and use primary language materials when available. When more than one language is used for instruction within a classroom, teachers are careful to avoid practices that subordinate the status and use of one language to another. When language choice and use are determined by state or administrative regulation or by program requirements, teachers exercise professional judgment and implement formal and informal assessments to make choices about language use, depending on the focus of instruction and the desired levels of student participation.

Interacting in the Classroom

Accomplished teachers know how to scaffold instruction to support students' use of language in increasingly complex ways. Teachers use a diverse repertoire of instructional approaches, strategies, and activities to increase students' interactions and language use. Teachers strategically implement collaborative learning, developing students' discussion skills and emphasizing the importance of listening carefully and responding thoughtfully and appropriately. These activities may involve role-play, debates, interviews, structured writing, peer editing, and technology-based tasks that connect students to the real world. Teachers may address critical and creative thinking demonstrated through interviews and reports for classroom presentations and publications.

Accomplished teachers skillfully encourage in students a willingness to use English, even though they may make mistakes. Teachers know language is learned through approximation of standard usages and making mistakes is an integral part of language learning; however, they are able to identify specific errors that do not necessarily disappear over time without instruction and offer students effective feedback. Teachers know when to model language forms, when to ignore language errors, and when to correct students explicitly and in culturally responsive ways.

Accomplished teachers use simple, specific, clear, and consistent feedback that students of diverse backgrounds can understand and use to improve their English language proficiency. Teachers provide feedback in a timely manner, supplement it

with additional instruction as needed, and monitor students' responses to feedback. Accomplished teachers are carefully attuned to evidence that reflects students' emerging capacities to monitor and self-correct language as they attempt new constructions and convey new meanings in English.

Accomplished teachers recognize errors common to students of diverse primary languages and varying English proficiency levels. Teachers realize that English language learners often make errors related to over-generalization that nevertheless indicate their learning of English. For instance, they might state, "He goed to the store." Teachers also recognize that some students—many born in the United States—who have not demonstrated sufficient progress learning English might require sustained feedback, focusing on specific language features that have ceased to develop. These features might include noun plurals, subject-verb agreement, verb tense, modal auxiliaries, compound-complex sentences, articles, or fixed expressions, such as on the one hand and on the other hand. Teachers provide students opportunities to benefit from feedback focused on these errors.

Encouraging Students to Become Independent Learners

Accomplished teachers guide students as they become independent learners by teaching learning strategies that foster language development and subject matter mastery. Teachers know that intellectually active students are successful learners. Therefore, they offer students clear explanations, explicit modeling, and guided practice in techniques used by strategic learners, such as how to navigate textbooks, maintain organization, and use reference materials, including those on the Internet. As a result, students take ownership of strategies and apply them independently to improve their knowledge of language. Teachers recognize that such strategies empower students to succeed academically by giving them confidence to recognize their needs, cultivate their strengths, and undertake the challenges of English language learning.

Incorporating Assessment

Accomplished teachers recognize that assessment is a continuous cycle in which assessment of learning informs instruction, while instruction informs assessment. They infuse effective assessment strategies throughout their instruction. (See Standard VII—Assessment.)

Reflection

Accomplished teachers continually analyze their instruction—evaluating objectives, lesson plans, timing, classroom management practices, and classroom environments in terms of student learning and development. Teachers further critique success in planning, preparing for, and delivering instruction by reflecting on their knowledge of students, culture, second language acquisition, content-area curriculum, and of the English language. To enhance students' simultaneous access to academic

<p>content and English language learning, teachers reflect on the learning environments they create and on their use of instructional resources. Teachers observe students' progress in acquiring specific features of language, and, upon reflection, build connections between students' current levels of knowledge and their functioning at more sophisticated levels of performance. Teachers also reflect on the degree to which their instruction communicates high expectations and fosters student success.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD III: Learning Environment</p>	
<p>OVERVIEW: Using their understanding of the ways in which physical and relational factors combine in the classroom, accomplished English language arts teachers purposefully design inclusive learning environments that engage, challenge, and support student learning.</p>	
<p>Accomplished English language arts teachers carefully and intentionally design and manage all aspects of the learning environment, from the physical space and the physical resources within it, to the movement of people and objects, the personal relationships within the environment, and the emotional climate created by the interaction of all these elements.</p> <p>Accomplished English language arts teachers use their knowledge of students to create learning environments that celebrate diversity and allow all students to flourish academically and emotionally, whatever their backgrounds and exceptionalities. Accomplished teachers realize that in today’s world, the learning environment extends beyond the walls of the classroom and the school and into the local and online communities. Teachers understand that a positive learning environment depends on the quality of the relationships within their classrooms. They are aware that their ability to relate to students is key, and they also understand that it is vitally important to promote mutual respect among students. Accomplished teachers realize that a successful learning environment must be negotiated and co-constructed with the members of a learning community, and therefore accomplished teachers elicit a concerted effort from their students in this endeavor.</p> <p>Accomplished English language arts teachers are aware that they have varying degrees of control over the ways in which they can influence and shape the learning environment. They make the best use of the power they have in this domain, and they advocate for better and more equitable environments by fostering positive relationships with other education stakeholders. When necessary, accomplished teachers negotiate the expansion of their influence over learning environments. Accomplished teachers continuously reflect on the learning environment, seeking ways to improve its effectiveness.</p> <p>Educational Setting</p> <p>Accomplished English language arts teachers understand that in today’s world, education takes place in the physical space of the classroom, in physical spaces outside the classroom, and in virtual spaces—both those accessed through formal,</p>	

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teacher-directed activities and those accessed through a multiplicity of informal, student-directed activities. Accomplished teachers encourage learning in all these educational settings and honor the ways in which students create and manipulate their own learning environments.

In the classrooms of accomplished English language arts teachers, the physical space is clearly defined and articulated but also adaptable for different functions. The design is neither too lax nor overly rigid, with necessary resources well organized and easily available. Accomplished teachers are aware of the many ways in which physical layout contributes to the tone and mood of a classroom. Therefore, teachers make purposeful decisions regarding the arrangement of furniture, seating, and classroom displays. For example, an accomplished teacher might create a forbidden word wall when focusing on improving diction, or create an area for displaying star work to motivate students to excel. Even when accomplished teachers are working in challenging physical surroundings, including old or minimally equipped and maintained buildings, they are still intentional about the ways they design an effective learning environment.

Accomplished English language arts teachers understand that a significant aspect of creating a learning environment is grouping learners. Accomplished teachers are skilled at differentiating between learning tasks and goals from which students will benefit by working collaboratively and goals that are more easily attained by students working alone, and teachers adjust the environment for both kinds of work. Accomplished teachers have a clear vision of appropriate arrangements at the time they plan an activity, but they also make in-the-moment modifications to ensure optimum learning opportunities for all students.

Accomplished English language arts teachers have clear and definite purposes for how they use space and where they place students and themselves. For example, on the day of a test, an accomplished teacher might arrange students in rows, whereas on a group discussion day, the teacher might seat students in one large circle. In addition to taking activities into consideration when placing students, accomplished teachers analyze other factors, such as students' personalities, skills, and interpersonal relationships. Accomplished teachers recognize that seating two particular students next to each other may facilitate collaboration and peer assistance or may interfere with learning, depending on the students and the task.

Accomplished English language arts teachers appreciate the fact that the classroom learning environment may include virtual spaces where, under the direction of the teacher, students perform language practice, develop critical work, and engage with media. When possible, accomplished teachers incorporate virtual learning environments in instruction, monitoring the virtual environment for age and developmental appropriateness and augmenting this environment with scaffolds. For example, students might blog about personal interests in an effort to create connections with one another, and then the teacher could model virtual interaction and engagement in an effort to support positive connections among students.

Accomplished English language arts teachers know that today’s learning environment fluidly extends beyond the classroom. It extends into physical spaces such as community centers and into virtual spaces that promote synchronous and asynchronous interaction with a larger society. Accomplished teachers recognize that the hybrid space of physical and virtual environments is not merely an option for students, but a major reality of twenty-first-century engagement. Teachers capitalize on students’ connection to the hybrid space, and when possible, teachers provide opportunities for students who lack access to this space.

Accomplished English language arts teachers prepare students for physical and virtual public life by helping them navigate the types of interactions, ways to collaborate, and types of individuals they will encounter. Teachers help students gain insight into and control over important issues in their lives through self-reflection and participation in the larger arena of public discourse. Accomplished English language arts teachers help students assume roles in the broader world by gaining entrance into the civic, professional, and business arenas. Teachers help students use their language skills to contribute to the local and global community. By designing a learning environment that emphasizes the relational nature of learning, accomplished teachers give students the tools for effective real-world communication. Students of accomplished teachers learn to function successfully in public spaces because they understand that they can influence the environment in which they find themselves.

Climate of the Learning Environment

Accomplished English language arts teachers understand that the quality of relationships in the learning environment—how students interact with one another and with the teacher—is significant in fashioning a learning environment that nurtures the academic as well as the personal growth of early adolescents and young adults. Accomplished teachers know that students must be supported if they are to take creative risks, offer conjectures, question the assertions proposed by others, and feel comfortable when their own ideas are challenged. Teachers establish classroom cultures of trust in many ways, such as referring to “our” classroom to build a sense of ownership among students. Accomplished teachers work with students to uphold classroom norms, share responsibilities, and attend to one another’s needs as a way of building a supportive culture. Students know they can rely on accomplished teachers to consistently treat students with respect and ensure that students do likewise with one another.

Accomplished English language arts teachers manage their classrooms effectively. They establish predictable routines early in the year and make transitions seamlessly to create a learning environment in which students know what to expect and feel safe. Although it is important to include students in some of the decision making in the classroom, accomplished teachers maintain responsibility for many aspects of the learning environment, such as where students will sit, how attendance is taken, what routines will be observed for the opening of class, how students will respond orally,

and how to manage classroom supplies.

Accomplished English language arts teachers engage students in purposeful, positive behaviors that may look quite different depending on the individual teacher's style. For example, a teacher might be perceived as unduly strict by an outsider but be valued by students as the "teacher who cares too much about me to let me slide by." Alternatively, a learning environment that appears noisy and chaotic may actually be effectively organized to support productive student work.

Accomplished English language arts teachers realize that a student's relationship with the teacher is a crucial aspect of the learning environment because student conduct is primarily a function of student engagement. Accomplished teachers are skilled at limiting disruptions to the learning process through their awareness of classroom dynamics, grouping decisions, and relationships with students. The common denominator in all healthy learning climates is a foundation of mutual respect and concern for others shared by teacher and students. When problems do occur, teachers know how to deal with them firmly and fairly. For example, if a student causes a disruption, an accomplished teacher would respectfully redirect the conversation and might choose to talk to the student privately.

Accomplished English language arts teachers know that fostering consistent student engagement is a crucial component in creating a productive learning environment. Teachers are adept in balancing intellectual rigor with relevance, high interest, compelling tasks, and interaction. Accomplished teachers help students learn to participate actively in discussions of texts, share their ideas with one another, listen attentively to one another, and, in general, display their involvement in the field of language arts. Teachers are equally comfortable employing whole-class, one-on-one, peer-group, or other grouping approaches—depending on the instructional purpose at hand. (See Standard VII—Speaking and Listening.)

Accomplished English language arts teachers understand the importance of their dispositions to the learning environment. They demonstrate their passion for the language arts so that students will perceive that language and literature are genuine sources of enjoyment and discovery. They model curiosity about literature and the uses of language, and they encourage each student's literacy practices while maintaining high expectations. Accomplished teachers understand the healthy role that humor can play in the learning environment. They are confident in their adult role and command respect, yet they also respond comfortably to good-natured irreverence aimed in their direction. Accomplished teachers are caring, fair minded, and supportive of each student's well-being.

Although accomplished English language arts teachers are candid about their extensive knowledge and experience in all of the language arts, they do not project themselves as infallible. They model the idea that gaining knowledge and insight from the study of literature and other texts is a never-ending quest that is intrinsically rewarding. By talking about their own experiences as readers, writers, speakers, listeners, and

viewers, teachers demonstrate to students that false starts and mistakes are part of the learning process.

Accomplished English language arts teachers understand that students must learn to have their ideas challenged without rancor or fear of embarrassment. Accomplished teachers are vigilant about not countenancing student-to-student harassment in either subtle or overt forms. Accordingly, teachers work to create learning environments in which all students are not only physically safe, but can develop competence in their reading, writing, speaking, and listening skills without an inhibiting fear of failure or social stigmatization. Teachers encourage respect for the diversity of language backgrounds, traditions, life experiences, and knowledge that each student brings to the classroom conversation. (See Standard II—Fairness, Equity, and Diversity.)

Because accomplished English language arts teachers understand that relationships among adults have a profound effect on the learning environment, these teachers demonstrate professionalism in their relationships with coworkers. Accomplished teachers strive to create or involve themselves in networks of support within the school because they realize not only that such networks can intervene with students in crisis, but also that cohesive adult support fosters a culture in which every student matters—a culture conducive to personal growth and academic achievement.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in creating supportive learning environments. They monitor the learning environments for which they are responsible to consider ways in which these environments promote positive learning outcomes. Teachers recognize ways in which respect, classroom organization, planning, and other factors contribute to a well-functioning learning environment. They seek out ways to optimize environmental conditions that will improve student learning.

Accomplished English language arts teachers review available evidence to determine the extent to which the learning environment has helped students reach learning goals. Teachers strive to reflect on every aspect of the environment, from seemingly superficial details such as whether materials are readily accessible to subtle and profound issues such as whether relationships are conducive to student learning. Teachers carefully observe student behavior and may survey their students in order to assess the choices that have affected the learning environment. If a teacher notices that students are reading more because of the ready availability of books in the learning environment, the teacher might then seek out more avenues for acquiring books to continue to offer a wide selection for all readers. Accomplished English language arts teachers also consider, to the extent possible, which seating arrangement is best suited to the activity at hand. Teachers regularly ask themselves questions such as: “Did I sufficiently prepare my students to engage in whole-group and small-group interaction?” and “Should those particular students have been paired

<p>together?” Teachers strive to monitor how their own interactions with students affect the timbre of the learning environment. For example, a student might disengage from a conversation with the teacher, prompting the teacher to identify whether the teacher’s body language, vocal tone, or word choice contributed to the student’s behavior. Reflection could prompt the teacher to approach the student in a more open or appropriate manner.</p> <p>Accomplished English language arts teachers realize that regular reflection is an important part of purposefully designing and maintaining successful learning environments. Teachers stay abreast of current technology and educational strategies through professional development, reading, and writing. Accomplished teachers visit colleagues’ classrooms to compare those learning environments with their own and to observe and discuss ways to improve their own classroom learning environments. Accomplished teachers understand that creating a learning environment is an evolutionary process, that the process is recursive, and that, with reflection, the environment can improve over time.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Learning Environment</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs establish a caring, stimulating, and safe community for learning in which democratic values are fostered and students assume responsibility for learning, show willingness to take intellectual risks, develop self-confidence, and learn to work independently and collaboratively.</p>	
<p>Teachers Establish Safe and Positive Learning Environments</p> <p>Accomplished teachers create and support positive learning environments that are intellectually, physically, and emotionally safe, and in which students actively participate, take chances, explore alternatives, challenge assumptions, and feel comfortable with themselves. By validating students’ efforts and taking an interest in their lives, ideas, and activities, these teachers fashion an atmosphere in which students feel welcomed, valued, respected, and stimulated; where they gain command of new ideas and tasks; and where they can develop socially, academically, and intellectually. Such supportive and purposeful learning environments, designed in collaboration with colleagues across the settings that serve students, promote active learning, value diverse perspectives and insights, expose students to a variety of challenges, and prepare them for independent learning and living.</p> <p>Given the range of intellectual, physical, and social abilities and health considerations for students with exceptional needs, students benefit from the security and safety of structured and supportive settings. In such environments, students will likely gain a sense of community that builds self-confidence and socialization skills, preparing them to participate in other instructional settings and to take their place in the school and the community at large.</p> <p>Teachers of students with exceptional needs teach in a variety of settings that represent the continuum of services they offer and the adaptations they make to benefit their students. Learning environments often incorporate multiple contexts to encompass the entire school, including general and special education classrooms, hallways, cafeterias, outdoors areas, and community work settings. Early childhood instruction, for example, may occur in pre-schools and child care centers. Elementary students may participate in several learning environments each day. Secondary students are likely to receive instruction in multiple classrooms, and some visit resource rooms or learning centers for specialized instruction. Students who are advanced in mathematics might attend classes at a nearby school or university that offers accelerated courses. Teachers might augment classroom instruction for some</p>	

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

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

Teachers Value and Support Equity, Fairness, and Student Effort

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

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

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

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD VI: Managing the Environment for Development and Learning	
OVERVIEW: Accomplished early childhood teachers organize and manage the environment to promote young children’s development and learning.	
<p>Accomplished early childhood generalists skillfully manage all aspects of the learning environment, both tangible and intangible, to create a supportive yet challenging climate that is conducive to young children’s development and learning. The tangible aspects include the overall space in which learning takes place and the physical structures and learning materials deployed within that space. The intangible elements include the time in which learning unfolds, the emotional climate in which it takes place, and the management techniques that teachers use to integrate all resources in an effective way. Accomplished teachers foster learning in a variety of settings in addition to the classroom, and when they encounter drawbacks over which they do not have direct control, they find ways to make creative adaptations or to advocate for improvements.</p> <p>Accomplished early childhood teachers apply their foundational understanding of the whole child, diversity, and subject matter in order to create an environment that is conducive to young children’s play, socialization, learning, and development. Teachers understand that the goal of a well planned physical environment is to support independent learning. Teachers analyze children’s social, cognitive, linguistic, physical, emotional, and ethical development when designing the environment to meet their diverse needs, including exceptionalities. Teachers apply knowledge of core academic subjects, the arts, health education, physical education, and developmentally appropriate practices when designing spaces, selecting resources, and managing time. Accomplished teachers draw upon professional knowledge, including research findings, to support the design and management of the learning environment.</p> <p>Designing the Physical Space</p> <p>Accomplished early childhood teachers ensure that within the learning environment, the temperature, furniture arrangement, noise levels, and visual displays are conducive to the learning and development of all children and that the space is organized to allow for easy and safe movement from one area to another. Teachers provide multisensory learning opportunities, and they take into consideration VI Early Childhood Generalist Standards attributes such as cleanliness, order, comfort, and beauty as well as function. They continuously evaluate the appropriateness and effectiveness of the environment and modify it as necessary. They work with</p>	

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colleagues, other professionals, children, and families to create environments that reflect the diversity of the community; for example, preschool children could be encouraged to stock the housekeeping area with food boxes, utensils, and items of clothing that represent their home cultures.

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

Providing Learning Materials and Resources

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

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

Accomplished early childhood teachers organize materials in ways that make them

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

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

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

Managing Play in the Learning Environment

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

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

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

Managing the Learning Environment

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

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

the classroom. They ensure that children understand the rationale for routines and rules, and they model productive ways for children to engage in learning, take responsibility for their learning, and engage with classmates. Accomplished teachers use modeling to create a risk-free climate in which all children are able to exhibit their individuality and to understand that making mistakes is an acceptable part of the learning process.

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD III: Establishing an Environment for Learning	
OVERVIEW: Accomplished teachers establish and maintain safe and respectful learning communities that nurture relationships and create climates that promote student engagement in learning.	
<p>Introduction</p> <p>Accomplished middle childhood generalists create learning environments that foster a sense of community by safeguarding each student’s dignity and emotional wellbeing. Teachers nurture student participation in collaborative learning activities and encourage risk taking within caring, inclusive, and supportive environments. They facilitate the development of communication skills that allow their students to solve problems together and affirm the contributions of individual classmates. In a vibrant community of learners, accomplished teachers support the welfare of the community by valuing the unique perspectives of students and their families.</p> <p>Careful management of a well-designed classroom sets the foundation for this type of learning environment. Accomplished teachers involve their students in the establishment of clear expectations for classroom behavior. They model, teach, and monitor class rules and routines to uphold these expectations consistently. To maintain their students’ focus on learning, teachers create smooth transitions between activities. Whether the environment is physical or virtual, middle childhood generalists establish safe and productive parameters for learning. Well-organized, efficient, yet flexible managers of time, accomplished teachers make classroom management seem nearly effortless so that learning can occur.</p> <p>Building a Community</p> <p>Accomplished teachers are attuned to the diversity of their students. They consider distinctions in educational and cultural backgrounds as well as individual personalities and dispositions toward schoolwork. They use this understanding to design a variety of approaches for maintaining the well-being of the class while acknowledging the uniqueness of its members and promoting fairness and equity for all. Teachers hold high expectations for students and consistently communicate the belief that all students can participate and learn in an inclusive environment. (See Standard II—Respect for Diversity.)</p> <p>Accomplished teachers model and provide opportunities for students to work collaboratively by having students communicate through discourse with their peers.</p>	

This type of communication might include cooperative learning techniques, partner-conversations, or Socratic seminars during scientific experiments or while solving mathematical problems. Middle childhood generalists understand that these types of interactions can help groups appreciate the value of individual contributions while embracing the diverse perspectives of all students. Teachers consistently provide students with challenging opportunities in which risk taking is essential to reaching their potential. In the learning communities created by these teachers, students feel a sense of ownership and purpose. By guiding their students to contribute productively in the classroom, teachers help their students build character and become productive members of society as well.

Accomplished teachers create culturally responsive environments that include family members. They demonstrate a fundamental interest in their students' lives by building a bridge between home and school and establishing an atmosphere in which families feel welcomed, valued, and respected. Communicating regularly with families helps teachers learn more about their students' backgrounds and cultures. These conversations show teachers what families expect and hope for their children while providing meaningful opportunities to involve families in school activities.

Accomplished teachers know that, to be most helpful to their students, conversations with families may include students, interpreters, or translators as needed to accommodate a mutual exchange of information. Teachers work with families to create goals for students and establish ways that they can partner to reach these goals. By communicating thoughtfully with parents, teachers can gain a better understanding of students and establish a positive working relationship with their families. (See Standard VI—Partnership and Outreach.)

Organizing and Managing the Classroom

Accomplished teachers establish procedures and expectations with their classes at the beginning of the school year. Teachers reflect on these procedures throughout the year to maintain efficient classrooms, adapting them as appropriate to meet the needs of individual students and classroom communities. They design activities to help students know and respect each other and build productive environments. They know that modeling respectful behavior encourages students to exhibit positive behavior toward their peers as they provide constructive feedback. When students understand that it is important to respect themselves and others, they are better able to take personal responsibility, consider other perspectives, disagree appropriately, and advocate for themselves.

To support the development of respectful and productive educational environments, accomplished teachers use class discussions and student feedback to include students in the development of mutually determined routines and expectations. Teachers facilitate student-centered discussions to establish norms for decision making in the classroom. Students then help define the rules they live by, to create communities for which they feel responsible. Accomplished teachers know that students' input

encourages positive interactions, nurtures constructive peer relationships, and facilitates individual and collective problem solving.

Accomplished teachers recognize that a willingness to accept input from students regarding procedures is essential. For example, a student might propose an efficient way to move from one activity to another that minimizes the time spent transitioning; an accomplished teacher might then incorporate this improvement in class procedures and review it later with students to see if it is working. Throughout the school year, teachers monitor the procedures established for their classes and assess their effectiveness in supporting learning activities and the development of their students' concepts and skills.

Accomplished teachers demonstrate their respect and concern for students by celebrating students' successes and addressing inappropriate behavior constructively. They find ways to acknowledge students who act appropriately and compliment their academic or social behavior. When students begin acting in negative or unproductive ways, accomplished teachers may recognize factors aggravating a situation and prevent or mitigate the effects of a conflict. If not, they manage and resolve the conflict another way. For example, knowing that clear expectations and established consequences can minimize conflict, teachers may assert that the learning environment is a bully-free zone and stress that there is no tolerance for disrespectful or unsafe behavior within that community. Accomplished teachers act promptly and equitably when disciplinary action is required. They refrain from causing students embarrassment and provide them, instead, with opportunities to re-establish themselves as positive members of the classroom.

Accomplished teachers recognize the importance of instilling within their students the idea that learning can be enjoyable yet challenging, that experimenting is essential, and that recognizing and correcting mistakes is as critical and worthwhile as enjoying successes. Teachers encourage their students to state their ideas and support their opinions to promote inquiry and inspire them to embrace the independent pursuit of learning. In this kind of environment, students can learn from peers, learn from mistakes, and acquire the persistence needed to strive for success.

Accomplished teachers optimize the use of classroom space and plan all aspects of classroom design to maximize learning. The physical setting, including the placement of furniture, equipment, and materials, can facilitate the learning process by stimulating student engagement and motivation while supporting a harmonious class dynamic. Teachers are aware, for example, that exhibits of student work, arrangements of works of art, as well as color and lighting, can contribute to a positive classroom climate while creating a sense of belonging and ownership in the class. They also know that they can plan the flow of student traffic to promote function, safety, and responsibility. They may therefore consider the best way of organizing supplies so that all students can readily access and return them without delay or disturbance.

Accomplished teachers also arrange classroom furniture to adapt their use of space based on planned learning activities. For example, students might move their desks to one side of the classroom so that they have room to act out a scene from a play, take part in a simulation, or participate in an activity where students estimate and then measure the area or perimeter of the classroom floor. Teachers use their classrooms to help coordinate student activities throughout the instructional day; for example, they may have students take gallery walks to observe student work posted on the walls. They group students for a variety of reasons, to organize them based on student interest, content area, or ability level, for instance.

Accomplished teachers help students participate fully in the life of the class by adapting the physical setting to meet the needs of all students. Middle childhood generalists advocate for and negotiate to address their students' physical requirements by coordinating with school administrators and district professionals to obtain necessary equipment and building modifications for students with exceptional needs. For example, one teacher may request an FM device to help a student who is hard of hearing, while another may request a sidewalk cut on a curb near the classroom to provide wheelchair access. If a student continually squints, a third teacher may write a referral for evaluation by the district vision specialist. Accomplished teachers know the service providers for students with exceptional needs and facilitate the support these providers give their students.

Accomplished teachers always think proactively to meet their students' social, physical, emotional, and intellectual needs. They consider all aspects of their learning environments to achieve this goal. Teachers understand that their learning communities extend beyond the four walls of their classrooms to include any setting, physical or virtual, in which their students interact. They therefore build communities, organize and manage classes, and make adaptations as needed to maximize their students' engagement with learning in each of these settings.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD V: Instructional Approaches</p>	
<p>OVERVIEW: Accomplished health education teachers use an array of engaging instructional strategies to facilitate student learning.</p>	
<p>Accomplished health education teachers combine their enthusiasm for and knowledge of their field with their knowledge of students; consequently, their students are constructively engaged in the pursuit of health literacy and demonstrate their spirited involvement in and appreciation for learning about health-related issues. Such teachers convey a sense of knowledge, preparation, care, and direction that combine to keep students engaged in productive activities.</p> <p>Establishing a Productive Learning Environment</p> <p>Health education teachers establish a productive and enriching learning environment and maintain it through a well-developed repertoire of strategies, skills, and procedures that allows their classrooms to function smoothly. The supportive, congenial, and purposeful learning environments that are characteristic of classrooms of accomplished health educators contribute to active learning and expose students to a variety of intellectual challenges in which students explore health literacy.</p> <p>Teachers recognize that experiences in health education class can have lasting effects that shape students’ attitudes toward themselves and future health-related decisions and actions. Accomplished health educators affirm their interest in students’ success by offering them opportunities to ponder issues and express ideas and opinions on subjects that may not be available in other academic areas but that are exceptionally relevant to them. Knowing that the quality of interactions within the classroom is a significant aspect of creating productive learning environments and acquiring health literacy skills, teachers welcome the open expression of ideas and encourage the search for greater understanding and knowledge. Teachers therefore establish an atmosphere in which students feel welcomed, valued, and respected.</p> <p>Teachers communicate enthusiasm for their field in a positive, caring manner that recognizes, respects, and appreciates the abilities and knowledge of each student. Effective health education classrooms are lively places where students are actively engaged in learning. Teachers use strategies, materials, and opportunities to maintain this enthusiasm. Understanding their role as facilitators of learning, teachers look for ways to validate student learning and knowledge. Acknowledging the value of positive, personal responses to students’ efforts, they know how and when to encourage students, when to challenge them, when to push them forward, or when</p>	

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to redirect them. Teachers also know that new learning experiences elicit excitement and interest, build students' self-confidence, and lead to both immediate and lifelong participation in healthy lifestyles. Health education teachers thus demonstrate their belief in the importance of the subject and make it possible for every student to succeed.

Providing Multiple Paths to Learning

Health education teachers use their deep understanding of the field to make the subject matter meaningful to students. Teachers understand techniques for generating students' interest in the tasks at hand. They have a rich repertoire of strategies to engage students productively in learning. Accomplished teaching includes purposeful planning; health educators know and can articulate the reasons for structuring lessons the way they do.

Individual student differences that mark all classrooms require teachers to employ multiple means to engage students in learning. The understanding that teachers have of students' individual differences and learning styles leads them to design several avenues to approach key issues that serve the well-being of the class as a whole while acknowledging the individuality of its members. For example, teachers may use direct instruction to reinforce skills-based learning; they may facilitate access to the Internet to develop students' global perspectives; and they may draw on a variety of metaphors, analogies, illustrations, and problems to extend students' thinking and to develop students' capacity to reason incisively. Because health education is not a passive process, teachers engage students in activities that are student centered and student directed. In the classrooms of accomplished teachers, students are often engaged in interactive tasks and cooperative learning experiences such as student-to-student or small-group activities in which students communicate with one another and to other audiences, including their families and communities.

Teachers know how to use and build on a prescribed curriculum, but they are not limited by it. Instead, students' needs dictate how they investigate topics and issues that stretch their horizons and ultimately enrich their understanding. Teachers might focus learning tasks on particular issues experienced by schools or communities. For example, in a school where a death has occurred, the health education teacher might incorporate lessons on grief management. Students could write poems expressing their feelings about death and loss; they could use the Internet to research grieving rituals in different cultures; in groups, they might identify where they could go and with whom they could talk to help them deal with their grief. Whatever the topic, teachers have a wide repertoire of strategies, tasks, demonstrations, and activities from which to draw.

Creating Instructional Tasks That Motivate Students

With the knowledge that health education cannot occur in isolation from other academic subjects or from real-life experiences, teachers help students discover and

explore connections to their own lives and to other academic disciplines; teachers thus place health education within a larger context that is meaningful to their students.

In making instructional decisions, health education teachers choose compelling topics and materials that make the best use of instructional time. Teachers know that personalizing health education will engage students, because most students talk readily about themselves and their experiences. Teachers therefore provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development and ability. They select topics that have special resonance for young people, such as their curiosity about and fascination with their own growth and development.

To make the point that health literacy is a continuous process that contributes to life-long wellness, accomplished health education shifts the focus of learning from classroom activities to the broader experiences of students. Whenever possible, teachers draw from across the curriculum, incorporating concepts from science, technology, literature, physical education, social studies, languages, mathematics, and the arts to enrich students' health knowledge. Accomplished teachers are aware of and stay current on the concepts of other academic courses undertaken by their students; they can then choose materials and employ instructional strategies that relate health concepts to these curricula. Teachers may develop, in cooperation with colleagues from other academic disciplines, a repertoire of interdisciplinary units that link common concepts and themes. Such learning enables students to link health literacy to a realm of education opportunities and to their lives beyond the classroom. Through such learning, students can understand that many health-related topics are actually important societal issues that are rarely confined to traditional disciplinary boundaries. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Using Diverse Resources

Accomplished health education teachers view resources as tools to support student learning. They seek and evaluate an array of resources and materials to meet the instructional needs of all their students. Teachers introduce varied tasks that require students to use critical-thinking skills, make healthy decisions, formulate healthy problem-solving techniques, and reflect frequently on their work and their experiences. Appropriate instructional resources provide all students, including students with Individual Education Plans (IEPs) and students for whom English is a new language, with opportunities for participation, recognition, and achievement. In a classroom dedicated to teaching health literacy, appropriate props, posters, photographs, and visuals—including some created by students—pique students' interest and foster their active involvement. Teachers constantly seek opportunities to expand their base of instructional materials by drawing on theory, research, and best practices.

The content knowledge of accomplished health educators includes current and emerging media and technologies that offer students opportunities to explore important ideas, concepts, and theories. Teachers are familiar with how such resources assist in research, planning, instruction, and assessment. They can assess and evaluate the most current and accurate health information available. Accomplished teachers are innovative in their use of media to present information and facilitate discussion, and they know how to use relevant media and technology resources in their teaching practice. Teachers may, for example, select interactive computer resources that enable students to practice decision-making skills. Or, teachers might refer students to virtual reality Web sites designed to study body systems and trace disease progression. Through the use of these resources students can participate in wide-ranging, up-to-the-minute health assessments, such as compiling the latest statistics of risks for disease. A physical fitness assessment might incorporate heart-rate monitors to measure working and at-rest heart rates in relation to personal physical activity. Students could monitor and chart their blood pressure and other vital functions and could analyze such functions within the context of their dietary plans and their participation in physical activities. Technological resources help make health education a vital, exciting endeavor as students interact with health resources and learn about contemporary and international health-related issues.

Using Time Efficiently and Adjusting As Circumstances Dictate

Accomplished health educators effectively manage instructional time, establishing orderly and workable learning routines that maximize student time on task. Doing so provides students with clear expectations and enables them to participate with confidence.

Health educators recognize teachable moments as they arise and take advantage of such opportunities to enhance instruction. They also shift their focus when unforeseen difficulties occur or when classroom discussions suggest enriching paths. The ability to vary their approach to major topics, themes, and skills allows teachers to change the focus of discussion in response to student performance. The ability to make timely adjustments when such changes are desirable and necessary marks accomplished practice.

Accomplished health education teachers recognize the need to make the time to address controversial, health-related topics while preserving the dignity and self-respect of all students and operating within state and local guidelines. Teachers anticipate and are sensitive to the misconceptions and conflicting ideas and opinions that lead to student confusion. Teachers know that such discussions help students view issues from multiple perspectives, which fosters their ability to analyze the complexities of health-related issues.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

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<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD III: Teaching and Learning</p>	
<p>OVERVIEW: Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning.</p>	
<p>Teaching involves designing and developing effective instruction, creating active and positive learning environments, developing effective learning strategies, and strengthening and supporting the school curriculum, all of which results in student learning. Accomplished library media specialists are instructional leaders who demonstrate subject-matter knowledge. Accomplished library media specialists effectively apply instructional principles and practices established by research and theory to create meaningful learning opportunities for students.</p> <p>Applying Learning Theory</p> <p>With a knowledge base in learning and information-seeking theories and with knowledge of a school’s full curriculum, accomplished library media specialists co-plan, co-teach, and co-assess with teachers to create a wide range of learning opportunities. (See Standard III—Knowledge of Library and Information Studies.) Specialists teach all members of the learning community² to gain access to and use resources that will improve instruction and foster learning. Such professional collaboration places accomplished library media specialists at the center of collegial efforts to meet the diverse needs of all learners at every level.</p> <p>Accomplished library media specialists apply learning theories and best practices to design instructional opportunities for the full range of students. Specialists’ plans and lessons address differentiated and appropriate levels of scaffolding to increase or extend every student’s knowledge base. For example, accomplished specialists may purchase a core collection of board books and oversized big books for pre-kindergarten circulation and lessons. Specialists may use their knowledge of learners with autism spectrum disorders to design specific strategies that allow these learners to participate more fully. Specialists may also use their knowledge of best practices to enrich learning opportunities for English language learners by providing them with audio versions of materials in English or texts translated into primary languages for assigned or recreational reading.</p>	

² All references to the *learning community* in this document refer to students, teachers, staff administrators, families, area residents, and other stakeholders, as appropriate.

Designing and Developing Instruction

Accomplished library media specialists' knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students' subject-matter knowledge, and enhance learners' abilities to access and understand information.

Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See Standard VI— Integration of Technologies.) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.

Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.

Creating an Active and Positive Learning Environment

Accomplished library media specialists are aware that the physical environment of the library media center affects the learning process. Specialists use the physical setting of the media center as an effective instructional tool to encourage recreational reading and lifelong learning. They create an open, friendly, and pleasant environment that attracts students and teachers. Specialists establish a task-oriented environment that accommodates a variety of concurrent activities in which learners may function at their highest levels.

Accomplished library media specialists recognize that an active and positive learning environment extends beyond physical space. Specialists maintain an inviting and innovative virtual presence for the library media program that supports and involves learners in both their educational and personal development. Specialists are committed to creating a resource-rich virtual environment in which all stakeholders of

the school and the library media program are welcome to participate in activities that enrich the greater learning community. For example, the library media specialist may create spaces on the school's Web site for all members of the learning community to discuss an academic project or to contribute suggestions for new resources for the library's collection.

Accomplished library media specialists anticipate changes to the learning environment and advocate for policies based on the latest research and best practices to accommodate these changes. For example, they may incorporate high school students' interests in using personal digital devices in school by incorporating them into the learning process.

Accomplished library media specialists effectively employ a number of grouping strategies to optimize students' learning outcomes in the library media center. Depending on the specific instructional purpose, specialists are equally comfortable with whole-class, small-group, or one-on-one approaches. Specialists, often in collaboration with teachers, recognize that effective grouping strategies enhance social interaction among learners; respect developmental levels including those of learners with exceptionalities; facilitate maximum participation; establish a culture of trust, responsibility, and mutual respect; and create teachable moments. Specialists choose grouping activities that promote cooperation and present opportunities for individual and group inquiry. For example, specialists may create groups and modify instruction based on the availability of technological resources when there is a lack of access to technologies for every student.

Strengthening and Supporting Curricula

Accomplished library media specialists are valuable team members in curricular efforts at local, state, and national levels. Specialists respond positively to local and state curricula changes designed to improve student learning and to meet the greater community's high expectations. Specialists participate in committees or seek information outside their school to obtain insight into curricular needs and goals and to facilitate decision-making in their own schools and programs.

Accomplished library media specialists in collaboration with content teachers infuse advanced information skills, gleaned from a variety of state and national guidelines, into the school curriculum. This process of synchronization results in collaborative teaching, in which the whole is greater than the sum of the parts.

Accomplished library media specialists possess broad and comprehensive knowledge of the curriculum. As instructional leaders, specialists coordinate interdisciplinary projects by bringing together teachers to develop and implement units of study collaboratively. For example, an accomplished specialist aware of parallel units on famous painters of the Renaissance in both art and social studies will partner with these subject-area teachers to develop a project that incorporates the expertise of all

<p>those involved. This cross-curricular, collaborative work results in rich learning opportunities for students.</p> <p>Accomplished library media specialists assist teachers in creating frameworks for research, allowing students to generate innovative projects that involve a wealth of information resources. For example, to expand and deepen students’ understanding of Native American culture, specialists may work with them to incorporate materials from primary source databases—including photographs, videos, or audio materials—to create a documentary.</p> <p>Reflection</p> <p>Accomplished library media specialists reflect on the processes and products of teaching and learning. Specialists purposefully use learning theories to guide their practices and reflect on how these practices can be best applied to various learning environments and for learners with diverse needs. Specialists realize that teaching and learning are cyclical processes that must be continually evaluated and refined, and they include others in these processes to ensure successful effects on learning. Library media specialists compare their own practices with the best in the field and make adjustments to meet the needs of the learners they serve. Accomplished specialists make conscientious short-and long-term plans to acquire new knowledge and to improve their programs and practice through professional development opportunities.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD III: Learning Environment</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers establish a caring, supportive, inclusive, challenging, democratic, and safe learning community in which students take intellectual, social, and emotional risks while working both independently and collaboratively.</p>	
<p>Accomplished early and middle childhood literacy teachers know that a healthy and constructive emotional, physical, and intellectual tone in the classroom is essential to fostering successful literacy learning for all students. These teachers intentionally work to create an environment in which all students have a place as valued members of the learning community. Accomplished teachers create positive affective environments in which children feel free to take risks as they expand their approximations of literacy and explore language found in texts, various media, and the world around them. They also create comfortable, appealing, and efficient physical environments for literacy learning. Literacy teachers know that intellectual literacy learning environments are well managed, offering an array of academic activities that are highly engaging to students and that promote student independence. Accomplished teachers demonstrate a sincere interest in students, families, colleagues, and all stakeholders. These teachers structure their environments by genuinely making everyone feel welcomed, valued, and respected as an integral part of the classroom. Teachers’ attitudes encourage collaboration and respect and are optimal for literacy learning. They are masterful at creating a learning environment that promotes literacy learning.</p> <p>Establishing the Affective Environment</p> <p>Accomplished teachers foster a sense of community, inclusion, and purposefulness about learning among their students in many ways, but primarily through the examples they set. They are personally friendly and welcoming in their interactions with all their students. They listen carefully and dignify each student’s contribution with attentiveness and thoughtful responses. They are interested in their students’ ideas, lives, and activities; enthusiastic in support of their students’ initiatives; and generous in their recognition of a wide variety of students’ accomplishments and positive behaviors. They use a sense of humor to enliven the instructional day, even as they communicate an underlying seriousness about the importance of learning. They firmly believe that all their students are capable of growing in their knowledge of the</p>	

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world and in terms of their competence in reading, writing, listening, speaking, and viewing. Accomplished teachers maintain high expectations for the success of each student.

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

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

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

Establishing the Physical Environment

Accomplished teachers realize that physical surroundings have powerful implications for learning. Therefore, whether they have their own classrooms or travel to different areas of the school building to provide instruction, literacy teachers make effective use of available resources and collaborate with colleagues to optimize the physical environment for all students.

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

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

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

A student in the classroom of an accomplished teacher moves through a variety of learning settings—whole-class, small collaborative group, paired, and individual— in

the course of the instructional day. Accomplished teachers create spaces that are conducive to whole-group, small-group, and independent learning. Groups are created as learning needs arise and modified or disbanded as needs change. Literacy teachers do not allow a student to be singled out by ongoing membership in a particular group. As teachers modify groupings based on students' needs or interests, they ensure that students understand the resultant expectations. For example, when grouping students for a new writing workshop or a literature discussion, teachers help members adapt to group dynamics and explicitly teach group members how to communicate clearly and supportively.

Establishing the Intellectual Environment

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

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

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

Accomplished teachers are aware that the learning environment extends beyond the walls of the classroom. They collaborate with families and invite students' lives and cultures into the classroom. They build partnerships with the community that enhance student learning (See Standard XII—Collaboration with Families and

<p>Communities). In addition, literacy teachers recognize that online environments are increasingly a part of the overall learning environment. Teachers create opportunities for students to engage in social networking and to collaborate locally, nationally, and globally in developmentally appropriate ways. Teachers also take measures to maintain students' safety in online environments.</p> <p>Through the learning environments they create, accomplished teachers foster intrinsic motivation in their students. Accomplished teachers instill in students an understanding that although learning can sometimes be difficult, the reward for persistence is a sense of accomplishment and increased self-confidence. Teachers explain that a willingness to experiment is an essential part of the learning process, and they demonstrate that mistakes should not be viewed as failures but rather as valuable lessons on the way to improved understanding. From the start of the school year, teachers use democratic processes to discuss classroom rules and consequences and to establish social behaviors that favor effective learning and living together considerably in the classroom and school community. They teach conflict resolution skills and support students in assuming responsibility for their own actions. They provide students with opportunities to make meaningful choices both socially and intellectually. They foster students' confidence, intellectual and social risk taking, and persistence. Teachers are aware that students want to become competent, and they publicly recognize and celebrate students' various achievements. Accomplished early and middle childhood literacy teachers use the affective, physical, and intellectual learning environment to foster a sense of agency in their students and to lead them toward becoming resilient, self-regulated learners.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD V: Learning Environment</p>	
<p>OVERVIEW: Accomplished mathematics teachers create environments in which students are active learners, show willingness to take intellectual risks, develop self-confidence, and value mathematics. This environment fosters student learning of mathematics.</p>	
<p>Accomplished teachers use their knowledge of how students learn to create a stimulating and productive environment in which students are empowered to do mathematics. Teachers foster a respectful, engaging, and cooperative atmosphere for learning. They help students learn about learning mathematics. From the beginning of the school year, teachers engage their students in creating a community of learners in which students value taking intellectual risks.</p> <p>In such an environment of trust, students feel safe to communicate different points of view, to conduct open-ended explorations, to make mistakes, and to admit confusion or uncertainty in order to learn. For example, before classroom discussions, the teacher might articulate norms designed to establish trust. In a middle school classroom, the teacher might create these norms, whereas in a high school classroom, the students could help develop the norms. In these classrooms, students develop a strong work ethic and assume ownership and responsibility for their learning, so that students along the learning spectrum benefit. When one student develops an understanding of a concept, he or she uses this new knowledge to help other students understand that concept. Creating and maintaining such a learning environment requires skill and planning, a variety of instructional methods, flexibility, good judgment, and discretion.</p> <p>Accomplished teachers consider the mathematical understandings, needs, interests, and working styles of their students and the mathematics they are studying. Teachers recognize the multiplicity of challenges and continually seek ways to help students thrive. Teachers create a culture in which each student learns to value mathematics and experiences success in doing mathematics. Teachers lead by example and convey to students the delight that comes with the command of a mathematical tool or principle. Teachers help students develop the ability to work both independently and collaboratively on mathematics, recognizing that the long-range goal of a teacher is to help students become self-directed and capable of learning on their own.</p> <p>An accomplished teacher constantly reflects on ways to improve the learning environment. Teachers know students well and create productive learning environments through the use of classroom management strategies. Teachers know</p>	

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what motivates, interests, and inspires students, as well as what frustrates them. Mathematics teachers can establish classroom routines and policies that allow students to focus on learning. For example, teachers establish protocols during cooperative learning activities that revolve around encouraging discussion about mathematics or whole-class discussion norms that help student-led discussions focus on evidence and support discourse. Regardless of how mathematically rich the learning environment is, challenges still exist in helping students to learn because of the many aspects of students' lives that they bring to the classroom. (See Standard III—Knowledge of Students.)

The look of the classroom of an accomplished teacher also tells something about the role mathematics plays in students' everyday lives in school. Student work, mathematical models, and manipulative materials likely to pique students' interests and encourage their involvement in mathematics are evident in these teachers' classrooms. The physical arrangement of space and furniture, along with teachers' use of space is purposeful and designed to foster mathematical discourse and support both collaborative and independent student work. Teachers working in circumstances in which they have little or no control over their physical setting make whatever accommodations they can to contribute to students' learning in and thinking about mathematics.

In addition to creating a mathematically rich learning environment, teachers, when possible, create a technology-rich classroom. For instance, there are many Web sites and applets that are interactive and that illustrate mathematics topics such as transformations, isometric views of 3-D shapes, tangent lines, limits, and areas under a curve. With the prevalence of technology in students' worlds outside the classroom, teachers strive to use technology geared toward engaging students in the learning of mathematics.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD V: Learning Environments</p>	
<p>OVERVIEW: Accomplished music teachers create and foster dynamic learning environments that are characterized by trust, risk taking, independence, collaboration, and high expectations for all students.</p>	
<p>Accomplished music teachers are enthusiastic experts in their field. The environments in which they teach are vital and enriching places where teachers’ musical skills, their knowledge of subject matter, their passion for music, and their knowledge of and genuine concern for students are very much in evidence. In these learning environments, all students feel challenged by the curriculum and supported by their teachers and classmates. Students are constructively engaged in sustained activity, expressing their active involvement in and appreciation for music. They develop confidence musically as well as socially, learning to accept challenging tasks and to collaborate with others as they undertake these tasks. Students cooperate with classmates and share in the success of the group as they reflect on their own progress in learning.</p> <p>The Character of the Learning Environment</p> <p>Accomplished music teachers create supportive, congenial, and purposeful learning environments where students are challenged and encouraged to learn and grow and where they feel welcomed, valued, and respected. Teachers create such environments by demonstrating an interest in their students’ ideas, activities, lives, and work and by fostering productive interaction among students. The learning environment of an accomplished music teacher is emotionally and intellectually safe. Intellectual adventurousness is encouraged, and students participate in active learning and decision making, knowing that they belong and that their ideas matter.</p> <p>Accomplished music teachers model intellectual curiosity and persistence for their students. They work to make their learning environments forums for musical exploration and inquiry and for the development of musicianship. They show their enthusiasm for music and music learning, challenging students to develop their skills and celebrating their achievements. Teachers use principled judgment in their relationships with their students, and they demonstrate virtues that students might emulate, such as honesty, responsibility, trust, respect, fairness, and compassion.</p>	

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High Expectations for Behavior, Quality, and Performance

Accomplished music teachers set high standards for the behavior of their students and the quality of their work and performance. They use a variety of approaches to keep students engaged in productive musical activities and to establish and uphold reasonable expectations for behavior. They employ pedagogical skill and flexibility in managing the learning environments, maintaining control without squelching students' enthusiasm.

Efficient classroom managers, accomplished music educators establish orderly and workable routines to maximize student engagement and musical performance. They develop classroom rules, routines, and procedures that are clearly stated and understood by all—including the correct and respectful use of classroom instruments and materials—and they effectively manage instructional space within the learning environment itself. They organize curricular materials, instruments, and equipment as well as arrange and store these to facilitate their use. These routines ensure that students know what is expected of them and become confident and willing to participate.

Accomplished music teachers gain the trust and confidence of their students so that the students will accept and uphold the tenets of the classroom community. They involve students in setting clear expectations for classroom and musical behaviors and uphold these expectations consistently and compassionately. Teachers are alert to most classroom events, quickly interpret their instructional or social importance, and respond efficiently to potential or actual disruption to ensure that students remain on task.

Their respect for their students' musical thoughts and judgments—both in and out of the classroom—fosters self-worth and individual dignity and thus instills in students the idea that the work in which they are engaged is important and worthy of their full attention and cooperation.

Developing responsible students allows teachers to direct their efforts in class to positive interactions and learning. They work to involve all students in meaningful music learning, setting substantive and developmentally appropriate goals for each. Accomplished music teachers hold high expectations for quality performance and independent musicianship for each of their students. They insist on attention to musical details related to performance and rehearsal. They work to infuse their rehearsals with the process of student self-assessment and guide students toward becoming adept at developing relevant criteria to facilitate this process.

As experts in their field and as experienced observers of students, accomplished music educators know when to praise, when to correct, when to challenge, and when to ease demands. They know that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as lifelong participation in music. Teachers therefore provide numerous

opportunities for genuine achievements that motivate students to continue to do their best and enjoy musical activity. Teachers direct all students toward the next level of achievement and help them set high yet realistic goals.

Involving All Students in Music Education

Accomplished music teachers involve all students in active classroom participation by finding ways to engage each student and by permitting no one to “disappear.” They work to help each student achieve meaningful goals in music. They create positive learning environments so that no student is denied music-learning opportunities. Teachers ensure that students have open access to the ensemble or class that best suits their developmental level and abilities. (See Standard VI—Valuing Diversity.)

Accomplished music teachers are strong advocates for students with exceptional needs. When working with these students, accomplished music teachers adapt their actions and classroom routines as needed and work collaboratively with specialists to integrate those students fully into the life of the class or ensemble. If specialized teaching strategies, equipment, materials, or interpreters are necessary, teachers work within their school communities to locate such resources and use them effectively.

Accomplished music teachers have a strong interest in fostering student initiative, independence, and responsibility. They offer all students learning choices, accommodating as wide a variety of expression and response as possible and recognizing a range of accomplishments and positive behaviors. The welcoming, nurturing, and challenging learning environments created by accomplished music teachers help foster the development of each student’s unique potential.

Facilitating Social and Intellectual Development

In establishing a classroom climate, accomplished music teachers take into consideration the developmental levels of their students and take advantage of the characteristics of students at each level to create a congenial and productive workplace.

Accomplished music teachers are concerned with their students’ self-esteem and aspirations, with the development of character, and with the ability of their students to function well as part of a performing group. They seek to expose students to a range of musical experiences, different points of view, cultural and ethnic variety, career options, and opportunities to collaborate with their peers. Teachers provide students with opportunities to use new technology, when available and appropriate, as a means of extending learning and engaging all students. Teachers guide their students in making the many musical and social choices they face in the course of their music education; for example, how to interpret a piece of music, how to work with others in an ensemble situation, what goals to pursue for future study, and how to handle auditions and festivals effectively. Teachers build the trust and confidence

<p>of</p> <p>their students by encouraging them to make well-considered and responsible decisions.</p> <p>Accomplished music teachers develop in students the skills needed to work cooperatively and effectively as part of an ensemble or class. They model and teach the skills necessary for participation in group processes and provide ample opportunity for students to hone these skills in the course of their learning. In their teaching and in all class and ensemble activities, teachers value and reward students helping one another, accepting and supporting one another, and cooperating. They provide and encourage a variety of perspectives on issues and work hard to model and reward appropriate social behavior and support for others in the class or ensemble. Teachers recognize that large ensembles require a high degree of cooperation and teamwork and that small ensembles call for a greater degree of independence and interdependence. They continually work to develop the appropriate skills in their students.</p> <p>Accomplished music teachers use various activities and teaching strategies to encourage the virtues of tolerance and open-mindedness. They guide students in learning to appreciate the performances and compositions of others in ways that help students recognize their own prejudices and stereotypes. They model how to engage in thoughtful analysis rather than shallow criticism. A healthy, stimulating, and supportive learning environment encourages the open expression of ideas and the search for greater understanding and knowledge of music.</p> <p>Accomplished music teachers foster the social development of their students by encouraging interactions that show respect for musical preferences and concern for others, by dealing constructively with inappropriate behavior, and by appreciating humor and using it appropriately. They create for all students—including those with special needs—a community that ensures their physical, social, and intellectual well-being.</p> <p>Encouraging Inquisitiveness and Persistence in Music Learning</p> <p>Accomplished music teachers work to develop inquisitiveness in their students, recognizing that some students face frustrations and need encouragement to persevere. They instill in their students the ideas that learning is challenging but worthwhile; that people learn from false starts and temporary setbacks; that recognizing mistakes is as important as noticing successes; and that grasping a subject or skillfully requires recognizing its complexity. They effectively offer encouragement and constructive criticism. They also understand that progress and accomplishment are key components in their students' feelings of self-worth.</p> <p>Accomplished music teachers' efforts to produce eager and dedicated learners contribute to learning environments that engage students, recognize individual</p>	
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<p>differences in musical skills and preferences, encourage choice and expression, and foster inquiry and hard work. These teachers' classes and ensembles are communities of learning where students are provided opportunities to acquire knowledge through experience; gather information; and present interpretations, performances, and musical ideas. It is understood by teachers and students alike in these environments that one student can enhance the learning of another.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD V: Learning Environment</p>	
<p>OVERVIEW: Accomplished teachers set high expectations and create positive, well-managed classroom environments that engage all students within a safe and respectful culture of learning.</p>	
<p>Accomplished physical education teachers nurture student learning by creating, maintaining, and enhancing positive classroom environments. They make the best possible use of their space and equipment, implementing effective strategies to meet the diverse needs of all students while ensuring their safety and active participation. Accomplished teachers establish routines and procedures that encourage students to take responsibility for their classrooms. They ensure that lessons are rigorous and stimulating, and they articulate clear expectations to foster student success.</p> <p>Providing students with the freedom to demonstrate their creativity and imagination constructively, accomplished physical education teachers encourage students to cultivate meaningful learning experiences. Teachers design instruction that addresses individual student needs while remaining sensitive to group dynamics and providing students with valuable opportunities to develop supportive relationships. Teachers organize physical activities that maximize student participation and instill in students the importance of remaining physically active. Accomplished teachers reflect on all aspects of the learning environment, making skillful adjustments to heighten the quality of their students’ educational experience.</p> <p>Creating a Positive Learning Environment</p> <p>Accomplished teachers design their physical environments to enhance instruction and support student success. They plan lessons based on the diverse interests and abilities of their students and use their classrooms purposefully to create dynamic environments that inspire, challenge, and motivate students to learn. For example, a teacher may build a stimulating obstacle course or station circuit to engage students in activities that teach them spatial concepts based on their relationship to the physical environment. Physical education teachers promote a sense of discovery in their students while establishing safe and secure environments that reinforce feelings of trust, responsibility, and mutual respect. They nurture learning by minimizing distractions and freeing students to develop their skills and enjoy physical activity within aesthetically appealing, age-appropriate environments. To this end, a teacher may display informative posters or use visual learning aids that represent the</p>	

diversity of all students with images to which individuals can relate and by which they feel inspired. Accomplished physical education teachers raise their students' curiosity and build their confidence by creating inviting, inclusive classrooms amenable to student learning.

Managing a Well-Organized Environment

Accomplished physical education teachers evaluate every aspect of the learning environment to maintain the functionality of their resources and guarantee the safety of their students. They observe legal liabilities methodically by inspecting the condition of their equipment regularly, documenting the status of their facilities carefully, and resolving any issues or problems immediately. An accomplished physical education teacher checking a climbing wall would examine the holds to make sure they are securely fastened and keep a log tracking the use of belaying ropes to determine when new ropes must be acquired. Accomplished teachers routinely monitor environmental factors before, during, and after classroom activities, adapting instruction as needed to ensure student safety within the learning environment.

Accomplished physical education teachers manage their classrooms to engage students constructively in daily routines and procedures. They emphasize the value of caring for the classroom environment, using this process to instill in their students a sense of respect for themselves and their peers. The students of accomplished teachers take pride in tending to equipment and contributing to the maintenance of their classrooms because they are sufficiently confident to take ownership of their learning environments. Physical education teachers utilize structure and order strategically to establish clear expectations for their students and promote their individual growth.

Accomplished teachers manage their physical space to encourage the active participation of students and help them learn. They employ effective organizational strategies to run their classrooms efficiently, planning their use of space to ensure that it supports their lessons. A teacher may thus place equipment on the floor prior to class so that students can immediately position themselves for an initial warm-up. Accomplished physical education teachers consistently make the best use of their space and time. They maximize participation within their classrooms by ensuring that every student has an active role within an activity or exercise.

Accomplished physical education teachers design and adapt learning environments to promote equitable access and maximize participation for all students. For instance, a teacher with a student who uses a wheelchair may ensure that there are wide pathways between equipment so the student can maneuver independently throughout the classroom as comfortably and confidently as other students. Another teacher with a student who has a visual impairment may routinely use auditory signals or tactile signposts to address the same goal of providing the student with equal access to the learning environment. In both instances, accomplished teachers may alter their classrooms to support different activities, but they make sure that

students with exceptionalities have stable, reliable access to learning environments that support their opportunity to succeed. Physical education teachers address the individual needs of their students within the learning environment and make modifications to use equipment as effectively as possible. For example, during a strength and conditioning unit, a teacher may maximize space and time by having students work in pairs when they are learning the front squat; one student may execute the lift using a wooden dowel or hockey stick while the other may provide verbal cues and practice effective spotting techniques. Accomplished teachers employ their resources wisely, structuring their learning environments to engage all students and help them achieve their highest potential.

Creating an Environment of Respect and Rapport

Accomplished physical education teachers choose their words and actions carefully to establish respect and rapport with their students. Teachers develop an understanding with their students that helps them sustain productive learning environments free from bullying. Physical education teachers involve students in the creation of rules, policies, and procedures, making them partners in learning and collaborative decision making. Highly sensitive to the tone they set with students, teachers model positive, constructive behavior. For example, a teacher encountering a behavioral issue may ask students to characterize their behavior, explain why it was disruptive, and suggest how they might resolve the situation. Involvement in this type of problem solving helps students feel a sense of ownership for the organization and management of their classrooms. Accomplished teachers use reciprocal communication to demonstrate respect for their students' thoughts and to establish the expectation that they will receive the same consideration in return. Teachers engage their students in dialogue continually to promote responsible behavior and motivate students to help maintain welcoming learning environments.

Establishing High Expectations for Learners

Accomplished teachers consistently communicate high expectations for their students. They challenge learners physically and intellectually, helping students set goals that encourage self-discovery and develop the higher-level thinking skills of analysis, interpretation, evaluation, and synthesis. To this end, a physical education teacher may task students with transporting an object from Point A to Point B without dropping the object; the task may initially seem straightforward but factors such as the weight of the object, the length between points, and the number of students per team would require students to strategize cooperatively so they could reach a common goal. Accomplished teachers integrate problem solving and critical thinking within physical activities. They understand the importance of promoting quality participation in activities that engage students fully within the learning environment.

Accomplished physical education teachers encourage students to help establish and maintain high expectations. Teachers have conversations with students that explore

their understanding of respect, individuality, personal attitude, effort, and learning outcomes. For example, as part of an initial class session, an accomplished teacher may discuss a goal for students to leave each class more physically educated than when they entered; the teacher may not only describe this goal, but also invite students to consider the meaning it holds for them. Teachers structure activities within the learning environment to help students understand their learning objectives. For instance, an accomplished teacher may support the high expectations established within classroom routines and procedures by preparing an entry activity that is described on a white board so students entering class can begin their task independently. Physical education teachers know that students feel more comfortable when they understand expectations and that their sense of ease can enhance productivity and contribute to a better learning environment.

Establishing a Culture for Learning

Accomplished teachers motivate students to value physical education. They create supportive learning environments in which students are free to express themselves constructively and explore new possibilities for movement. Teachers help students feel comfortable investigating the way movement communicates meaning in a variety of dance forms and modes of physical activity. They show students the benefits of excellent health and wellness, facilitating learning experiences that provide students with opportunities to direct their own learning process and develop a growing sense of independence. In the classrooms of accomplished teachers, students experience the joy of physical movement, the satisfaction of challenging themselves, and a thoughtful appreciation of why it is so important to maintain lifelong physical fitness.

Accomplished physical education teachers create a socially cohesive environment that couples the pursuit of self-discovery with the dedication of working to achieve common learning goals. Teachers recognize the correlation between forming cooperative work groups and building productive classrooms. They interest students in activities and motivate them to participate in the learning environment by challenging students to work interdependently in various ways. Using small-, large-, and whole-group settings, physical education teachers engage students in different modes of interaction. They provide students with numerous roles and responsibilities, ensuring that all students, regardless of their developmental stage or ability, are challenged at an appropriate level. The students of accomplished teachers establish inclusive communities based on mutual trust and respect. They become active members of the learning environment and view themselves as important contributors to the overall success of the class. As they become stronger partners in the learning process, these students steadily gain greater confidence to act autonomously in the pursuit of personal health and fitness.

Conclusion

Accomplished physical education teachers reflect on their learning environments to ensure they promote student success. Teachers know that trust and respect

<p>represent the cornerstones of a thriving, productive learning environment. They understand the vital role that communication plays within this setting and recognize its power to facilitate student learning and inspire positive attitudes toward physical education. Teachers convey their expectations for students clearly and consistently, fostering safe, secure environments in which students take ownership for the management of their classrooms and gradually assume responsibility for the direction of their education. Accomplished teachers demonstrate a passion and excitement for physical education that motivates students to become fully involved in learning activities. Their students feel the freedom to be creative and the confidence to take responsible and potentially rewarding risks. Accomplished teachers strive to engage their students in productive learning environments that empower them to enjoy lifelong physical activity.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD VI: School Climate	
OVERVIEW: Accomplished school counselors work to establish and foster an emotionally, socially, and physically safe learning environment for students, staff, and families.	
<p>Accomplished school counselors view themselves as facilitators in the establishment and maintenance of a productive learning environment that results from the careful blending of attention to the needs of individual students and the goals of the entire school community. They take an active role in creating and supporting the mission and vision of the school. Their organizational and facilitation skills, along with a deep understanding of their school, equip school counselors to take leadership roles in school improvement efforts. By advocating and modeling respect for others, accomplished school counselors can make a positive impact on school climate.</p> <p>Accomplished school counselors are familiar with the research that identifies the importance of a positive school climate and the theories, models, and systems for improving school climate, such as developmental assets, conflict management, motivational theories, and invitational learning. They utilize local, state, regional, national, and international resources for enhancing school climate.</p> <p>School counselors understand the foundational role of school climate on student learning. They also recognize that perceptions and self-concept are not constructed in isolation but occur within the context of school climate issues. They know that school climate can be affected by societal occurrences, such as local, state, national, or global incidents.</p> <p>Accomplished school counselors are knowledgeable about school climate evaluation instruments. They ensure that such assessments are fair, valid, reliable, and culturally appropriate. When collecting and using data, they are mindful of the purpose for which the data are being used, whether related to attendance, grades, attitude, achievement, or program delivery, and focus their efforts accordingly. School counselors use these data to ensure that interventions meet the desired goals. These data also provide opportunities to engage in action research. (See Standard I—School Counseling Program.)</p> <p>Approaches to School Climate: Working with Students</p> <p>Accomplished school counselors know the impact of mutual respect on student learning and staff morale, and they work to promote positive interpersonal</p>	

relationships through modeling and direct instruction. They know the elements of group dynamics and the corresponding processes for facilitating growth. School counselors empower students to take responsibility for their personal and social interactions through anger management, peer mediation, and peer tutoring. They may facilitate schoolwide programs, such as partnering with a retirement home or collecting items for a homeless shelter or food bank, that extend the inviting atmosphere of the school. They encourage students to become involved in altruistic activities because they know that participation in such activities increases positive self-concept in students. They also facilitate students' development and implementation of systemwide programs to promote morale, such as spirit weeks or cultural diversity weeks.

Accomplished school counselors know appropriate prevention (proactive) and intervention (reactive) strategies for the school community. They provide effective, nonbiased, small- and large-group instruction in assertiveness training in areas such as sexual harassment, conflict resolution, and personal safety. They work directly with students who seem disenfranchised or alienated from the school. School counselors also recognize, identify, and provide prevention and intervention techniques to respond to hate language, bullying, harassment, intimidation, and gang and clique activity. They may implement peer programs that encourage students to know each other as individuals, thereby forging a bond that precludes misunderstanding. For example, a school counselor who observes the bullying of students with disabilities could arrange for the "bullies" to pair with the students with disabilities on a field trip so they get to know each other; after the trip, both groups would reflect on and write about their experiences. School counselors teach students to reach out to peers who are troubled and assist them in obtaining help.

Approaches to School Climate: Working with the Entire School

Accomplished school counselors collaborate with all stakeholders to ensure that the physical and emotional environment of the school is safe and inviting. They initiate conversations with staff to promote and maintain a positive school climate.

School counselors know that a hostile learning environment jeopardizes student achievement and undermines instruction and staff morale. As knowledgeable and skilled facilitators and educators, accomplished school counselors are proactive in the development of a safe learning environment. They work with students, staff, administration, and the community to develop and implement school safety initiatives and prevent school violence. They are involved in the creation and delivery of the school and district crisis-management plans. They influence policies and conditions both in the classroom and throughout the school that create an environment that is inviting to everyone. They also promote and publicize activities related to the improvement of school climate to staff, parents, and the community.

Accomplished school counselors conduct effective in-service activities. They present to staff members the new communication styles and skills that students have been

<p>taught, such as how to talk out conflicts. They also present schoolwide workshops to the staff on such topics as drug and alcohol abuse prevention, civility, character education, and teachers' development of inviting learning environments.</p> <p>Accomplished school counselors, working with students and the entire school community, facilitate the establishment of a school climate that contributes to educational achievement for every student. They combine their knowledge of people, theories, data, and leadership to advocate for an emotionally, socially, and physically safe learning environment.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Learning Environment	
OVERVIEW: Accomplished science teachers create and maintain a safe and engaging learning environment to promote and support science learning for all students.	
<p>Introduction</p> <p>Accomplished science teachers believe that a positive and productive environment supports high levels of science learning for all students. Therefore, accomplished teachers create an environment where students feel engaged in science and connected in productive ways to their teacher and peers. Students of accomplished teachers know what is expected of them and are confident and willing to participate because they perceive that their explorations in science are valuable.</p> <p>Accomplished science teachers take responsibility for the physical, emotional, sociocultural, and intellectual aspects of the learning environment. They also consider learning environments beyond the classroom. These teachers recognize that the hallmarks of a positive and productive learning environment include safety, student engagement, fair and equitable opportunities, and deeply embedded science values. Accomplished teachers create an environment that helps students gain the sense that they belong to a science learning community and that nurtures in students the inherent curiosity about natural phenomena that is integral to the culture of science.</p> <p>Safety</p> <p>Although student safety is a priority in every science classroom, accomplished teachers are exemplary in their efforts to ensure safety for all students before, during, and after investigative activities. Accomplished teachers continuously teach and model proper laboratory procedures, including the appropriate use of materials and equipment. They scrupulously maintain safety equipment and teach their students how to use it. Teachers ensure that their students know emergency procedures, and teachers continually monitor their students' compliance with safety practices. Teachers ensure that all students and their guardians have signed safety contracts, and teachers use the contracts as an instructional and motivational tool in order to maintain a safe learning environment.</p> <p>Accomplished science teachers realize that careful planning is crucial to safety and that safety considerations must be key when they are planning instruction. These teachers determine what laboratory activities are feasible based on students' abilities</p>	

and access to safety equipment. They ensure that the acquisition, storage, and disposal of chemicals and other materials meet all state and federal guidelines. They ensure that students dress and move appropriately in laboratory environments because they are intensely aware of the safety issues raised by the active nature and frequent transitions typical of a science classroom.

Accomplished science teachers realize that fostering a safe and inviting emotional climate is as important as ensuring students' physical safety. Teachers understand that establishing a safe emotional climate encourages students to take intellectual risks and allows them to become part of the culture of science. Accomplished teachers create and maintain a sense of community by encouraging students to show concern for others, demonstrating high expectations for all, involving all students in the practice of science, and dealing swiftly and constructively with inappropriate behavior, such as bullying. The resultant sense of community encourages students to more actively collaborate in the processes of science and to respect all ideas, familiar or not.

Accomplished science teachers lay the groundwork for emotional safety by involving students in setting behavioral expectations and boundaries. As a result, students are invested in the norms of the classroom. Problems are less likely to arise, and when they do occur, students are more likely to be a part of the solution. Teachers handle behavioral issues fairly and respectfully, de-escalating confrontations and minimizing disruptions to the learning process.

Accomplished science teachers realize that promoting respect and emotional safety is especially important when dealing with potentially sensitive topics in science. Teachers are aware of topics that may be distressing to individual students. For example, lessons on genetics need to take into account students with limited family information or a background of genetic disorders. Accomplished teachers model respectful and sensitive discussion questions and responses with students, ensuring the emotional safety of all students. For example, if an accomplished science teacher were to present a lesson on genetics, the teacher would model how to conduct the discussion in a respectful way. Creating a family tree can provide interesting links between the science of genetics and real life but may also raise unforeseen personal issues. Therefore, an accomplished teacher might provide a fictional case history from which students could design a family tree.

Accomplished science teachers understand that myriad opportunities for science learning exist outside the science laboratory. They encourage students to take advantage of varied learning experiences, but they are careful to research safety guidelines and prepare students before utilizing outside venues. Accomplished teachers model respect for nature, and they ensure that students venturing beyond the classroom are aware of possible dangers. Accomplished teachers realize that the need for safety in science extends to all outside learning activities, including outdoor lessons, field trips, or independent home projects; when it is appropriate to do so, teachers educate parents and other chaperones and advisors in safety concerns related to field trips or home learning. In addition, accomplished teachers verify that

adult chaperones assisting with field trips have appropriate backgrounds and are present in sufficient number to ensure the security of the students. Accomplished science teachers also teach students skills to ensure their safety while researching or discussing science in digital or virtual spaces.

Engagement

Accomplished science teachers structure the physical environment of the classroom in such a way as to establish an engaging atmosphere. They provide exciting materials that students will be motivated to explore, and authentic materials that will help students experience the culture of science. Materials may include displays, technological devices, print materials, models, laboratory equipment, and other elements that will appeal to students. (See Standard I—Understanding Students.)

In order to maximize student learning and engagement, accomplished science teachers modify various aspects of the physical environment, including lighting, seating arrangements, traffic patterns, and the location of materials. Teachers pay special attention to how modifications in the physical environment can promote flexible student grouping. For example, on one day an accomplished teacher might arrange the desks in a circle for Socratic discourse and then the next day might arrange the desks in small groups for collaborative work. Accomplished science teachers involve students in organizing the classroom in order to create a student-centered space. If there are significant obstacles to teachers' ability to control the physical environment, accomplished teachers are persistent in finding creative solutions to overcoming these barriers.

Accomplished science teachers utilize time effectively in order to maximize student learning. Teachers convey the importance of time management to their students. They establish patterns and routines that are orderly and effective to maximize student time on task. They teach students to apply efficiency to such classroom routines as procuring materials for lab experiments, managing laboratory notebooks, and submitting assignments.

Accomplished science teachers establish a productive social and emotional environment by demonstrating that they are committed to the belief that all students can learn and enjoy science. Accomplished teachers use techniques and methods that facilitate the academic performance of students from diverse racial, ethnic, and socioeconomic groups. Teachers are able to uncover the potential disconnects between school and home culture, and they make corresponding adjustments to the learning environment. Accomplished teachers recognize that there is a need to support all student groups, especially the underserved. An accomplished teacher would consider same-gender groupings for a lab activity that in past years had been dominated by one gender or another. For example, same-gender grouping might better allow for equitable participation from males and females in a lab activity using toy cars.

Accomplished science teachers strive to build a cooperative classroom community. These teachers know that adolescents are social creatures, so teachers promote their students' engagement by promoting collaborative learning. Teachers help students appreciate science as an opportunity to interact meaningfully with their peers, and teachers build on this enjoyment to promote students' engagement with science content and the process of inquiry. Teachers assign open-ended tasks that require students to pay attention to the dynamics of their interactions with others.

Accomplished science teachers know that some aspects of student engagement are dependent upon the social and emotional development of the students and that developmental stages can vary among students of the same age. (See Standard I—Understanding Students.)

Accomplished science teachers establish an intellectually stimulating environment that promotes engagement. They provide multiple avenues for learning that create a meaningful inquiry experience. These include learning activities that allow students multiple paths to understanding science concepts in the curriculum. Teachers encourage students to take intellectual risks. (See Standard III—Curriculum and Instruction.)

Accomplished science teachers consistently communicate high expectations for all students because they know that doing so creates a healthy self-concept in their students, builds intrinsic motivation, and creates an environment of success. When students experience challenges, teachers never lower their expectations; rather they help all students rise to meet the standards. Students are empowered to take charge of their own learning and to work on research projects and assignments that are culturally and socially important to them.

Accomplished science teachers find ways to engage students through real-world connections. These may be via field trips, professionals invited into the classroom, or internships or shadowing programs. In addition, accomplished teachers make every effort to include role models and mentors from a variety of cultural backgrounds. Accomplished teachers help students realize that they can pursue science by exploring nature, taking field trips, conducting approved research at home, and learning online. For example, when studying cell biology, students could visit a local medical laboratory or could use a simulated cell tutorial at home. Both of these opportunities extend the boundaries of the classroom and encourage students to think about science as more than a school subject. (See Standard VI—Family and Community Partnerships.)

Diversity, Fairness, Equity, and Ethics

The classrooms of accomplished science teachers are accessible to all students regardless of physical, intellectual, religious, or other characteristics. Teachers ensure that students with exceptional needs have equitable access to supplies and materials in order to participate fully in the curriculum. Accomplished teachers provide equitable access to learning activities for all students, making necessary

accommodations but ensuring that all students can participate in the social and intellectual dynamics of the classroom. For example, a student with severe visual limitations might be provided with access to a dynamic computer simulation to observe cell structures, or a student who is unable to take a pulse manually could be given a digital data collector. Accomplished teachers are also proactive with students who have allergies, taking every precaution to maintain their safety. Whenever they make accommodations for students, accomplished teachers make special efforts to keep these students from feeling isolated or excluded.

Accomplished science teachers consider diversity, fairness, equity, and ethics when they are establishing and maintaining the intellectual environment. Accomplished teachers demonstrate respect for students' background knowledge and experiences. They use relevant examples and data from a variety of cultures and groups to illustrate key concepts and enhance opportunities for learning. For example, during a lesson on food webs, out of respect for the heritage of Native American students, a teacher might explain how awareness of the lurking or hiding behavior of coyotes was incorporated into Navajo mythology by presenting the coyote as a powerful and cunning trickster—a cultural hero. Teachers know that addressing the needs of a diverse classroom is an ongoing process that requires careful attention and continued effort.

Reflective Practices

Accomplished science teachers understand that reflecting about the learning environment is an important professional responsibility. Teachers reflect on the degree to which the learning environment promotes physical, emotional, and intellectual safety. They use reflection to assess how the classroom environment either fosters or impedes student engagement. Accomplished teachers reflect on how they can improve the capacity of the learning environment to support all students equitably.

Accomplished science teachers examine and reflect on interactions among students, the classroom, and materials to determine areas where the physical safety of their classroom can be improved. For example, if students are working too closely together to use a Bunsen burner safely, the teacher makes appropriate adjustments to the classroom setup. Accomplished teachers also enhance intellectual and emotional safety by determining if all students are modeling respect and if instruction on appropriate interactions is provided when needed. By paying attention to how and when students contribute to classroom discourse, teachers gauge the level of intellectual safety in the learning environment. They then make adjustments to encourage the respectful exchange of ideas when needed.

Accomplished science teachers recognize that it is critical to determine that every student is engaged in the lesson. Building the habit of reflective practice allows teachers to remain focused in the dynamic environment of the classroom and to collect evidence of student engagement in the moment. Teachers observe students'

facial expressions and body language to measure enthusiasm, optimism, and curiosity for the learning experience. They determine if their students are interested based on whether or not students initiate productive actions and show sustained involvement in the learning activities. Teachers also reflect on assessment results for evidence of student engagement. If student engagement is lacking, accomplished teachers reflect on possible ways to alter classroom practices to better sustain student interest.

Engaging in reflection helps accomplished science teachers recognize personal biases that can impede their ability to provide a safe and engaging learning environment. When biases are identified, accomplished teachers alter their practice so that every student has opportunities to participate meaningfully in learning activities. Open-minded teachers continually seek new information that might challenge their assumptions about teaching and about students, thus allowing them to envision new ways to increase access for all students.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VI: Learning Environments: Classroom Communities</p>	
<p>OVERVIEW: Accomplished social studies–history teachers actively create and cultivate safe and dynamic learning environments characterized by respectful peer interactions, facilitation of multiple perspectives, and collaborative partnerships with families and with students’ greater communities.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers create safe and dynamic learning environments in which students are intellectually challenged and fully engaged in learning. These environments are characterized by such qualities as respect, integrity, trust, equity, openness, and risk-taking. Teachers encourage both independent thinking and collaborative learning. Teachers create environments in which students respectfully discuss and weigh multiple perspectives. Teachers use the content of social studies–history to engage students in discussions of issues in a safe, respectful, and intellectual environment in which students with different points of view or backgrounds are treated respectfully. Teachers recognize students’ emotional and intellectual development is not confined to physical boundaries of the classroom. Teachers establish relationships with families and connections to the community and recognize that both are essential to student development and growth.</p> <p>Creating a Safe and Dynamic Learning Environment in the Classroom</p> <p>Accomplished teachers establish a productive, open, and enriching learning environment characterized by secure, active students who successfully interact with information and with one another. Teachers use knowledge of social groupings and relational dynamics within the classroom as a basis for students’ collaboration and for democratic, equitable interactions. Teachers model for students a love of learning. Teachers strive to create a learning environment that develops students’ confidence. In their classrooms, teachers emphasize academic honesty, integrity, acceptance, and open-mindedness. They seize teachable moments while connecting to curriculum and maintaining an environment that meets students’ needs. For example, sensing students’ anxiety or confusion about a current event such as a war, an environmental issue, or an economic crisis, teachers may modify planned lessons so that students can discuss and better understand the issue and its connection to the social studies– history curriculum.</p>	

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Accomplished teachers create and manage a structured, equitable, and safe environment by establishing clear and attainable academic and behavioral expectations. Teachers encourage students to take intellectual risks. Teachers know how to channel students' natural energies and enthusiasm into a dynamic, equitable learning environment. Teachers ensure that all students feel safe and accepted. Teachers model a tone of respect and understanding by establishing an environment that supports a variety of intellectual, cultural, religious, familial, socioeconomic, and sexual and gender identities.

Accomplished teachers also manage an equitable, safe environment by monitoring students' engagement and making appropriate adjustments to learning opportunities as necessary. Classroom management is natural, transitions flow easily, and teachers encourage a steady flow of energy in the classroom. They are continually aware of the classroom environment and respond quickly and efficiently to potential or actual disruptions.

Accomplished teachers recognize that not all students will participate in the same way or to the same degree, and they actively work to involve all students in the learning environment. Teachers capitalize on students' strengths to elicit responses while maintaining an academically safe environment. In order to involve students in class discussions, teachers might create differentiated roles of participation that deliberately build students' capacities in areas of weakness.

Accomplished teachers recognize that both independent thinking and collaborative learning are important components of a strong learning environment. Teachers model and teach skills necessary to work effectively as part of a team, and they discuss benefits of such learning, including opportunities to learn from one another, examine multiple viewpoints, and develop social skills. They encourage students to participate in group processes and provide ample opportunities for students to practice skills in the course of learning. For example, teachers might have students conduct research, give a presentation, participate in a jigsaw activity, or take notes and ask clarifying questions on a topic presented by peers. To facilitate peer interaction, teachers might lead students through role-plays of appropriate and inappropriate feedback, group interaction, and teamwork activities.

Accomplished teachers create an environment in which students are willing to voice and consider multiple perspectives. Teachers facilitate students' exploration of the intellectual rewards that come from taking other viewpoints seriously, and they assist students in analyzing their own and others' perspectives for evidence, logic, and underlying values and beliefs. Teachers draw on the diversity of ideas within the classroom and expand the range of viewpoints to which students are exposed by using a variety of resources, including a range of media. For example, in studying a proposed economic stimulus plan, teachers give students the opportunity to express their ideas about the most appropriate policy options and also have students examine opinions expressed by a range of stakeholders and community leaders.

Teachers do not avoid exposing students to perspectives that may directly challenge their own ideas or those that are dominant within the community, yet they remain sensitive to students' potentially strong opinions.

In order to facilitate students' understandings of controversial or emotion-laden perspectives in meaningful ways, accomplished teachers provide students with clear structures for deliberation rather than relying on free-form discussion. These structures may include Socratic seminars, structured academic controversies, mock trials, simulated United Nations conferences, town hall meetings, and other formats for presenting and considering differing views. Teachers also provide debriefing sessions in which students reflect upon activities, allowing teachers to both assess students' achievement and consider their perceptions of the experiences. Teachers facilitate students' learning of respectful and productive norms of interaction and hold students accountable for adhering to such standards. These norms may include taking turns, summarizing others' ideas, synthesizing group ideas and identifying areas of disagreement, checking for understanding, disagreeing with ideas rather than with people, or asking relevant questions.

Accomplished teachers create a learning environment of inquiry in which experimentation and interaction are encouraged and valued. For example, they may use music and art that elicit questions and curiosity students have about topics of study. The learning community could also include the exploration of virtual environments or the use of digital forums for collaboration and communication. For example, teachers might use online artifacts, simulated excavations, or virtual field trips.

Enhancing Learning through Family and Community Connections

Accomplished teachers value the distinctive roles family and community partners play in creating a supportive learning environment and continually seek opportunities to build strong partnerships with them. Teachers realize learning does not end at the classroom door, and they use resources within their local communities. For example, representatives from a local planning agency may visit a social studies–history classroom to share maps and aerial photographs of the town or region and explain how they are used.

Accomplished teachers respect how the diversity and contributions of students' families influence learning environments. Teachers see collaboration with families as an essential tool in providing students with the support and motivation they need to be successful. Teachers also recognize that students grow up not only in classrooms, but also in communities, and teachers view the neighborhoods and communities that surround the school and students' homes as powerful opportunities for learning. In addition, teachers recognize how global communities—including affinity groups that extend beyond local neighborhoods—influence students. Teachers actively seek to develop opportunities for students to study the dynamics and history of these various communities, as students are taught to value, analyze, and perhaps see in

<p>renewed ways how their lives and those of their neighbors are intertwined with the larger history and fabric of the social world.</p> <p>Accomplished teachers create clear lines of communication with families and encourage involvement in students’ learning. Teachers use technology, as appropriate, to communicate with families. Teachers welcome family participation in school activities and take the initiative in inviting families to become active in the school community. Teachers strive to make their classrooms and the school a welcoming environment. Teachers know their role with families is more than providing information. Consequently, they signal clearly through supportive words and actions the importance of families and communities as partners in their children’s education. Teachers create a sense of community between the school and students’ outside environments and make clear the mutual interest they share with families in seeing students succeed. Teachers offer families suggestions on how to help their children develop good study habits and skills, complete homework, set goals, and improve performance.</p> <p>Accomplished teachers know learning can be extended outside the classroom. They recognize that students are more engaged when learning is based on authentic situations in which students have a vested interest. Teachers lead students in purposeful research into social issues that affect them, the school, or the community in order to develop solutions that can be presented to appropriate audiences for possible action. Teachers may facilitate partnerships between students and community organizations, service groups, or government entities. These interactions can be as valuable as—or even more valuable than—lessons taught during the school day. Teachers know authentic learning helps to develop students academically and socially.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD V: Fair and Equitable Learning Environment	
OVERVIEW: Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.	
<p>Effective language classrooms are lively, vital, and exciting places where meaningful communication in target languages occurs and where students take responsibility for their learning. Accomplished teachers of world languages create classrooms in which all students take pride in their growing language proficiency and in their increasingly adventurous explorations of new languages. Teachers exhibit a contagious enthusiasm in their teaching. They establish stimulating, relevant, and supportive learning environments that welcome students’ efforts and encourage all students to meet the highest expectations. Illuminating the practice of accomplished teachers is their concern for their students as individuals, which is a function of their understanding of the needs of the class as a whole. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, they engage students constructively in sustained activity in which students express their active, spirited involvement in and appreciation for language learning.</p> <p>Valuing Diversity to Ensure Equity and Fairness</p> <p>Accomplished teachers of world languages know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process provide powerful exemplars for young people. Therefore, they conscientiously model the kind of behavior they expect from their students. Teachers learn as much as possible about the backgrounds of their students and use this information to create inclusive learning environments. They understand and value their students as individuals by learning such information as each student’s cultural, racial, linguistic, and ethnic heritage; religious affiliation; sexual orientation; family setting; socioeconomic status; exceptional learning needs; prior learning experiences; and personal interests, needs, and goals. Accomplished teachers are particularly sensitive to cultural, family, and personal distinctions and promote respect for others by honoring and respecting the differences among students.</p> <p>Teachers foster positive classroom climates that arise from mutual respect among all learners. Fairness and respect for individuals are key to their instructional practice. By valuing all members of the learning community, teachers model and promote their</p>	

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expectation that their students will treat one another equitably and with dignity. Accomplished teachers show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers allocate resources fairly, including one-on-one attention. At the same time they recognize that students' needs differ dramatically and that the most equitable distribution is not necessarily the most equal one. Aware of biases that result from assessment practices that limit opportunities for students to express their understanding, teachers determine that their assessments of student progress are fair; teachers avoid biases by providing a variety of assessments that allow a range of response modes. Using their awareness of students' backgrounds, accomplished teachers are mindful of and recognize possible misinterpretations of students' responses and actions. Teachers are alert to the ramifications of their own philosophical, cultural, and experiential biases and take these into account when teaching students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers thoughtfully examine such differences and treat students fairly. Teachers retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing the same high-quality curriculum. Accomplished educators of world languages respect the dignity and worth of each student in a manner appropriate to an equitable, multicultural society, and they include each one in the learning community as an important individual and active contributor.

Teachers seek opportunities to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Through their choice of varied structures for activities— such as whole-class, group, and individual—and of texts for study, teachers show their commitment to engaging all students in learning about themselves and others. Teachers develop and use materials and lessons that reflect the diversity of their learners, as well as the multicultural aspect of language itself. For example, in the teaching of Portuguese, accomplished teachers might analyze with their students the diversity of cultures and peoples among the Portuguese-speaking populations of Angola, Brazil, and Portugal.

Teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. As an integral part of language instruction, teachers provide appropriate cross-cultural activities. Teachers, for example, might lead discussions in the target language that explain the quinceañera celebration in Mexico for 15-year-old girls or the "adult day" for 20-year-olds in Japan. Teachers help to increase students' understanding of the diverse nature of their own and other countries and encourage students to respect and appreciate the products, practices, and perspectives of other cultures and ethnic groups. In such a way, teachers highlight the diversity as well as the commonalities among their learners and build on a source of strength and dynamism for the learning community. However, teachers

also are sensitive to the student who is the only member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. A teacher might arrange service-learning opportunities in cooperation with a local heritage community organization, such as a recreation center for elderly immigrants from Russia or Francophone Africa. Through such opportunities to share experiences and cultural perspectives, students develop cultural sensitivity and acquire a deeper understanding of their own and other cultures.

Creating Safe and Supportive Environments Conducive to Language Learning

Accomplished teachers establish classroom cultures of trust and mutual respect that support and encourage students to take risks. Students in such classrooms feel optimistic that they can meet challenges with success; they want to proceed and are eager to learn. These students learn by trying out language and by using language creatively to serve communicative needs. Accomplished educators in world languages bring to their practice a vision of excellence and methods for achieving it. As experts in language teaching and experienced observers of students, teachers know when to praise and when to push; they know when to challenge and when to ease demands; they understand when to cajole and when to correct. Teachers know the right questions to ask and comments to make that show concern and care for their students and create nurturing and motivating learning environments. They also know how to pose open-ended questions that challenge students to respond at complex levels and motivate them to use language in increasingly creative and meaningful ways. Teachers readily celebrate students' accomplishments, communicating to all students a vision for their success that students might not have for themselves.

Teachers set the highest goals for all students at all developmental levels and communicate these high expectations to their students, confident that students will meet them when goals are set appropriately and conditions for learning foster significant achievement. Accomplished teachers take advantage of the initial excitement, inquisitiveness, and wonder of new language learners and develop strategies, materials, and opportunities to maintain this enthusiasm throughout the language-learning experience. When students enter the classroom with low expectations for their own language learning, teachers offer them numerous opportunities to demonstrate their expertise, motivating students toward increased proficiency. Teachers understand that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as life-long participation in language learning.

Teachers know that language learning is not a passive process; students must participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students use the target language in a variety of interactive tasks. Teachers incorporate cooperative learning experiences effectively, planning student-to-student or small-group activities in which students have the need and the motivation to

communicate with each other in order to negotiate meaning in an authentic manner. These activities may involve partner practice, role play, debates, interviews, structured writing, peer editing, and technology-based activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications and presentations.

Accomplished teachers use the physical settings of their classrooms as effective tools of instruction. In classrooms dedicated to the teaching of world languages, the physical arrangement of space, equipment, and furniture as well as appropriate props, posters, photographs, artifacts, and visuals—including many created by students, either by hand or with technology—both pique and respect students' interests and promote their involvement in dynamic language learning. By carefully selecting equipment, artifacts, and realia, teachers who must teach in a variety of classrooms create transportable and purposeful language-learning environments.

Teachers effectively manage resources, including instructional time. They establish orderly and workable learning routines that maximize student time on task. Students know what is expected of them and feel confident and willing to participate. Accomplished educators know when to extend time devoted to an activity and, just as important, when to curtail or stop an activity. To help maintain task-oriented environments, teachers clearly communicate what students are to do; teachers provide purposeful and focused explanations and demonstrations during instruction. Teachers know when and how to employ instructional cues clearly and accurately to elicit student responses and guide learners toward self-direction, deeper learning, and optimal development of their competency. In attempting new instructional strategies, teachers themselves take risks to stretch their abilities to teach. They thus model for their students a willingness to take chances and learn from experience.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>

Understanding by Design Template (Source: Wiggins and McTighe)

Professional Learning Community Facilitators' Guide to Exploring Accomplished Practice

Discussion Title: Core Proposition 3

Subject: Teachers are responsible for managing and monitoring students' learning.

Key Terms: strategies, diversity, flexibility, accurate records, communication, evaluation, assessment design, established theories and current research, feedback, critical thinking, instructional outcomes, reasoned judgment, collaboration, reflection, pedagogy

Designer: Rita Floess, NBCT and Colleen McDonald, NBCT

Materials Needed: varied by conversation; student work, computer, projector, post-its, chart paper, student data or class data sets

Suggested links (including ATLAS): Included in individual conversation frameworks.

Discussion Purpose/Summary:

Along with maintaining high expectations for all students, accomplished teachers adjust and improve organizational structures as needed, while establishing effective ways to monitor and manage traditional and nontraditional learning environments to help their students reach their fullest potential.

UbD Template — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results

Established Goals

At the end of this course, participants will have engaged in professional discussions regarding:

- engaging students in learning and monitor student learning for signs of misunderstanding
- supporting student learning in various settings
- using assessment, individually and collectively, to monitor progress and utilize multiple methods to meet instructional goals
- demonstrating flexibility and responsiveness based on student learning
- ensuring all students are treated equitably
- engage in two-way communication with students
- designing student assessments to monitor student progress
- managing classroom procedures and student behaviors in vibrant productive workspaces
- enlisting a wide variety of support to augment learning and work collaboratively with colleagues to plan and implement instruction and instructional strategies
- working collaboratively with students to plan and implement instruction
- tracking student learning while evaluating effectiveness of instructional strategies
- examining and reflecting upon the effectiveness of their instructional practice or expand their repertoire

Enduring Understandings

Participants will understand that...

- Teachers demonstrate flexibility and call on multiple methods to meet their instructional goals
- Teachers support student learning in varied settings and groups
- Teachers value student engagement
- Teachers regularly assess student progress
- Teachers engage students in the learning process

Essential Questions

How does managing and monitoring student learning impact professional practice and student learning?

Participants will know...

- how to describe, analyze, and reflect upon instructional practice in the assessment process;
- how to engage all stakeholders, gather feedback and input, to ensure equity and student progress;
- how to monitor and adjust learning outcomes, instructional strategies, and environment;

Participants will be able to...

- monitor and flexibly adjust learning outcomes, instructional strategies and learning environment.
- describe, analyze, and reflect upon instructional practice in the assessment process;
- clearly and concisely communicate their assessment process to stakeholders for input and feedback.

Stage 2: Determine Evidence for Assessing Learning

Performance Expectations:

- Identify a problem of practice;
- Look at Student Work and examine formative and summative assessment results related to the problem of practice;
- Share student work, instructional plan and/or reflection

Other Evidence:

- Based on participants' reflection and self-assessment.

Stage 3: Build Learning Plan

Learning Conversation Topics: (Pre-Set) Identify a problem of practice

Knowledge of Students

- How do we know our students are learning?
- How do we anticipate and recognize their misunderstandings?

Learning Environment

- How might you create vibrant productive workspaces by monitoring and managing procedures and student behavior?
- What specific approaches, strategies, techniques or activities did you use to promote active student engagement?
- How did you establish a safe, fair, equitable, and challenging environment for all students?

Equity

- How might we demonstrate flexibility in responding to all students equitably?
- What considerations are there in designing assessments to monitor student progress?

Instructional Practice

- What are your instructional goals to promote growth?
- How do integrate research, established theories, and reasoned judgment in expanding instructional strategies and practice?
- Given the student's response, what will you do as a teacher to build on what the student has already accomplished?
- How did the pedagogical and instructional decisions you made during the lesson align with your planning?

Collaboration

- How has your assessment practice evolved as you have gained knowledge of your students and learned from experiences, your interactions with colleagues, student families and caregivers and other community members or your participation in professional learning?

Assessment

- How did your assessment and feedback to the student promote student's growth?
- What might be some multiple methods we could use to monitor student progress and meet instructional goals?
- What characteristics of the student's work demonstrate the student's growth and development?
- What considerations are there in designing assessments to monitor student progress?
- How did you monitor and assess student progress during the lesson and how did this influence your decision making during instruction?
- How was student feedback provided? and what was your rationale for providing it in this manner?

Reflection

- How do you evaluate the effectiveness of instructional strategies?
- To what extent did you achieve the lesson's goal or goals? What might be the evidence that supports this answer?
- What were your next steps as a result?



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 1: Crosswalk Core Prop 3 and NB Assessment Standards Study Bundle

Brief Description: Teachers will discuss the use of assessment methods to manage and monitor student learning in their classrooms utilizing the assessment standards in their certification area.

“To increase students’ success, teachers diligently manage the systems, programs, and resources that support every educational endeavor.”

What Teachers Should Know and Be Able to Do, pg. 24

Protocols Included: Turn and Talk; Save the Last Word; Exit Ticket

Outcome-based objectives:

Objectives
Participants will understand assessment within their certification standards.
Participants will investigate methods of managing and monitoring student learning.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

<p><i>In PLC:</i></p> <p>How does Core Prop 3 reflect in individual certificate area standards around assessment? As you read Core Prop 3 what are your “noticings” about multiple methods to manage and monitor student learning? How does that translate into your classroom practice? Materials: post it notes, chart paper, markers, Core Prop 3 and Crosswalk graphic organizer (if paper copies needed)</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
Find and read your certification area in the Assessment Standards bundle. (8 minutes) Save the Last Word protocol (10 min)	Use the protocol Save the Last Word for Me for participants to locate and share a sentence in the Assessment standards that most resonates with them.
Group Discussion: Where do your Assessment standards intersect with managing and monitoring student learning? (10 min)	



Accomplished Teaching Series



Exit Ticket: How has your understanding of assessment changed?

What might be one strategy you would use to manage and monitor student learning equitably?

(2 min)

Re-read [Core Prop 3](#) pg. 23-29 (5 minutes)

With a partner crosswalk [Graphic Organizer](#) Stage 1 where does your assessment standards fall within specifically Standard 3 of the NYS Teaching Standards? Review their certificate areas standards from the Assessment Study Bundle (14 min)

Facilitator can choose to jigsaw this activity with larger groups instead of partners, depending on the size of the group or common certificate areas. Could also expand to Standards 4 and 5. The Crosswalk document is a resource which can be completed independently as desired.

Share out by each pair writing on post-it notes their findings and place on chart paper.

Whole group discussion: what some of the multiple methods do you use to meet your instructional goals? (8 min)

Group chart and participants can place methods in corresponding sections of the graphic organizer.

Reflection/Discussion: Turn and Talk, what is one thing that surprised you in today's conversation? What might be one strategy you are considering trying? (3 min)

Source: National School Reform Faculty; *What Teachers Should Know and Be Able to Do* pg 23-29

Connections and Extensions: NA

Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Accomplished Teaching Series~Lesson 4

Core 3: Topic 2: Ensuring Equity

Brief Description: Ensures all students are treated equitably. In this conversation, teachers will explore how to identify what their students, as individuals and as a collective, need at this time, in this setting.

“They take individuals into considerations, thinking across the full spectrum of ability within their classrooms. Individuals may not learn the same things or proceed at the same place, so accomplished teachers are dedicated to ensuring that they all increase their knowledge, strengthen their skills, and expand their abilities.”

What Teachers Should Know and Be Able to Do pg. 29

Protocols Included: Turn and Talk; modified 4 A’s;

Outcome-based objectives:

Objectives
Participants will discuss and understand considerations in designing learning to monitor student progress.
Participants will discuss and understand equity and how it is evidenced in their instruction.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Discussion Questions and Materials:

<p>Readings: Edutopia: Equity vs. Equality Introduction with Rita Pierson’s TED Talk: Every Child Needs a Champion</p> <p>So what considerations are there in designing learning to monitor student progress? <i>What does equity mean in your classroom? How is equity evidenced?</i></p>

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
<p>TedTalk: According to Pierson: essentially you can’t teach a child if there is no relationship of trust and respect. They have to have a relationship with you to really work for you.</p> <p>Over the the past two months we have explored how establishing a relationship with a student, whom you’ve been able to differentiate for, is grounded in <i>knowing</i> that student and the subsequent impact on instructional practice. So today let’s think about, how do you develop relationships with a class as a whole, to be each child’s champion in ways that ensure equity in your room.....</p>	<p>10 min (7 min video, 3 min reflection journal writing)</p>



Accomplished Teaching Series



<p>Read: Edutopia: Equity vs. Equality (5 minutes) Discuss with an elbow partner: What surprised you in this article? One thing you agreed with. One thing you are unsure of.</p>	<p>~6 min Modified 4 A's protocol</p>
<p>ATLAS video: 6th grade art (Picasso) The teacher provides opportunities for every student to contribute to the discussion ensuring equity and fairness. <i>Watch 01:56 - 02:08</i> <i>"To ensure fairness, equity and access to everyone, the materials had to be organized and available for everyone's use, and the working space had to be functional and comfortable. Having a classroom where it is easy to adjust the setting to fit your teaching needs is a plus."</i> Second look, review the quote, and where is the evidence to support?</p>	<p>Put quote on PPT slide.</p>
<p>ATLAS video: Applying Learned Content to Scientific Discussion on GMOs The teacher promotes equity and fairness by allowing equitable participation through the use of "Philosophical Chairs," which requires speakers to wait for two speakers before being able to talk again. <i>Watch 00:10 - 01:48</i></p>	<p>.</p>
<p>Whole group discussion: What evidence is there that supports equity? What might you look to change or improve for your own professional growth?</p>	<p>What does she do? What are the implications? (10 min)</p>
<p>Reflection: After discussing equity, what do you want to keep in the forefront of your mind as you return to your classroom?</p>	
<p>Brainstorm: What ways do you show equity in your classroom? As you plan activities what are some considerations that will impact equity in your classroom? Chart ~10 min</p>	

Source(s): ATLAS video

Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 3: Identifying Instructional Goals

Brief Description: In this conversation, teachers will discuss how to clearly identify and articulate instruction goals as well as the various methods and instructional strategies which might be employed to help meet those goals.

“First and foremost, teachers facilitate the educational process by designing opportunities for learning--planning for and presenting students with inspiring material, promoting their participation, supporting substantive discourse and sustaining long-term engagement by collaboratively working with students.”

What Teachers Should Know and Be Able to Do, pg. 24

Protocols Included: NA

Outcome-based objectives:

Objectives
Participants will be able to identify their instructional goals, in a lesson/unit, to promote growth.
Participants will identify multiple methods to monitor student progress and to meet instructional goals.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<p>Notetaking Guide for evidence of instructional goal and monitoring student progress.</p> <p><i>In PLC:</i></p> <p>What are your instructional goals to promote growth? What might be some multiple methods we could use to monitor student progress and meet those instructional goals?</p>
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Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<p>Using the images, participants will select an image that best describes their thinking about instructional planning.</p> <p>Discussion: The <u> (Image) </u> best describes my thinking about instructional planning because <u> </u>. (5 minutes)</p>	<p>Metacognitive Activity</p>



Accomplished Teaching Series



<p>Watch ATLAS video Analyzing and discussing <i>The Veldt</i> by Ray Bradbury The teacher sets long-term and short range instructional goals that prepare her students to have a successful Socratic seminar. Watch 11:00 - 14:40 To focus participants upon the behind-the-scenes planning that observable in a lesson, the group will watch the video clip and complete the Video Analysis Flow Chart. (8 min)</p>	<p>The long-term goals are identified in the circle towards the bottom of the diagram, and the two instructional lesson goals are in the two circles leading to the larger (goal) one.</p>
<p>Rewatch the video: Participants should note on post its what skills and knowledge students evidenced in the video clip that were linked to the two instructional goals. (7 min)</p>	
<p>With partners, the ideas on the post its should then be linked to the instructional goal it supported. (10 min)</p>	
<p>Using the educator's written description of her Planning, participants should read the educator's Planning, identify the skills and knowledge her students employed within the lesson. Turn and Talk with an elbow partner: <ul style="list-style-type: none"> - How did the teacher build in the skills and knowledge necessary for her students to be successful in this lesson? - How might she have managed and monitored student learning within this unit for the students to be successful within this lesson? (10 min) </p>	<p>Video and Narrative analysis Organizer</p>
<p>Whole group brainstorm and debrief: What are some of the ways you manage and monitor student learning? (10 min)</p>	<p>Chart for all participants to see</p>
<p>Whip Around: Share a method of managing and monitoring student learning you plan to use tomorrow. (10 min)</p>	

Source(s): NA

Connections and Extensions: [Teacher materials and discussion](#) for monitoring student learning.

Instructional Goals, powerpoint and student work

Discussion protocols based on monitoring student learning pairs. [Group 1](#), [Group 2](#), [Group 3](#), [Group 4](#)

Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 4: Designing Assessment to Monitor Student Progress toward Instructional Goals

Brief Description: In this conversation, teachers will discuss how they assess learning experiences that they create or coordinate, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies.

“Accomplished Teachers evaluate their students throughout the learning process, from start to finish.”

What Teachers Should Know and Be Able to Do, pg. 28

Protocols Included: Turn and Talk

Outcome-based objectives:

Objectives
Participants will discuss considerations for designing assessment to monitor student progress.
Participants will understand the need for flexibility to meet their students’ needs.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

<p>Participants will bring a formative or summative assessment. Packets of two-different colored Post-Its <i>In PLC:</i> What considerations are there in designing assessments to monitor student progress? How might we demonstrate flexibility in responding to all students equitably?</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
30 second quick write, list the assessments you have used in the last week. Turn and Talk: Which one provided you with the most information and why? (5 min)	
Reviewing student work and corresponding rubrics (10 min)	NYS ELA 11 2010 Extended response student exemplars and rubric
Working in triads, <ul style="list-style-type: none"> What assessment could you use prior to this? What would you hope to accomplish? 	



Accomplished Teaching Series



<ul style="list-style-type: none"> • Based on this assessment, what might be the next steps forward for this/these students? • How might those next steps be adjusted to meet individual needs? (12 min) 	
Share out: (3 min)	
Jot down on colored post its some considerations you used in designing this assessment to monitor student learning? Affix your post-its to the back of the assessment. Trade with a partner. (3 mins)	
The partner will read the assessment and with a different colored post it will add “noticings” such as how does it demonstrate flexibility to meet various student needs, what are some questions or comments after reading the assessment. Place the post its to the front of the assessment, then turn over to read considerations. Add one post it on this side as to how the considerations may have adjusted your thinking. Trade back. (10 mins)	
First discuss with your partner then square up with another set and discuss their “noticings’ and identify any gaps that need to be adjusted. (15 mins)	
How has this discussion impacted your thinking about uses of assessment? (2 min)	

Source(s): NYS ELA 11 2010

Connections and Extensions:

<p>ATLAS video: Exploring Enzyme Catalyzed Reactions Through the Inquiry Process</p> <p>The teacher involves her students in the processes of inquiry, specifically in the area of experimenting and data collection.</p> <p><i>Watch 05:15 - 12:10</i></p>	<p>For my third goal and to learn how a protein works, I planned this lesson for students to attempt to make the protein not work. This goal was met by students realizing that temperature fluctuations can cause an enzyme to stop working for some time.</p>
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Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 5: Evidence of Student Learning

Brief Description: Educators use outcomes to decide if they should review skills within a topic, challenge students with a related concept, or advance to the next subject. In this conversation, teachers will identify the evidence they gather for these instructional decisions.

“Educators-monitor student progress using a variety of evaluation methods, each with its own set of strengths and weaknesses.”

What Teachers Should Know and Be Able to Do, pg. 28

Protocols Included: Turn and Talk

Outcome-based objectives:

Objectives
Participants will discuss how to monitor and assess student progress during lessons.
Participants will understand the factors that influenced decision making during instruction.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

<p><i>In PLC:</i> How do we recognize students are learning? How is student progressed monitored and assessed during the lesson? How might it influence decision making during instruction?</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
Partner and assign one goal paragraph to each pair. They will read this paragraph and gather evidence from the video. (5 min.)	I had two major learning goals for this lesson. For the first goal, I wanted students to understand both sides of a controversial historical issue. The concept focused on conflicting viewpoints. For attitudes, students needed to understand that the viewpoints presented in their findings are part of the specific historical time period. The process involved students using technological resources for historical awareness. In TurnItIn, the students identified key points in their research that would support their arguments as their major skill set. I wanted my students to be exposed to diverse



Accomplished Teaching Series



	<p>perspectives on an issue while developing their own point of view.</p> <p>For the second goal, I wanted students to respectfully debate with one another. The concept focused on civic procedures. For attitudes, students needed to understand that the thoughts of others might differ from theirs. The process involved students learning, understanding, and demonstrating the procedures of civil discussion. For skills, I wanted students to recognize each other's point of view and frame of reference. Then, they acknowledge their statements, and respond with a dissenting point of view. I saw this as an opportunity to make constructive use of these peer relationships in discussing and debating the topic at hand.</p>
<p>ATLAS video: Discussing Different Perspectives About the Use of the Atomic Bomb Watch 03:04 - 05:07 Watch 05:51 - 07:02 Watch each portion twice allowing a minute in between to capture evidence. (10 minute)</p>	<p>This case shows a teacher monitoring and assessing groups of students as they discuss different perspectives and reasoning for the U.S. decision to drop the atomic bomb on Japan during World War II.</p> <p>Using the graphic organizer gather evidence as to the accomplishment of the instructional goal described.</p>
<p>Turn and Talk: share their goal with their partner and the evidence they saw in the video of meeting that goal. (5 min)</p>	
<p>Rewatch videos once and partner add any additional evidence to the partner's goal. (5 min)</p>	
<p>Group Debrief: How was the data and evidence different for these goals compared to how we usually think about student learning?(5 min)</p>	
<p>Reviewing notes on evidence to support instructional goals, what are you still wondering about? (5 min)</p>	
<p>Provide the group with the analysis statements cut apart with one statement on each strip. Pass out the strips. Ask an individual to read a statement out loud and the group will decide which instructional goal is evidenced in the statement. (15 min)</p>	<p>The girl in the green shirt, Camryn, debated why it was unnecessary to drop atomic bombs on Japan. The boy with the red shirt, Aidan, debated why it was necessary to drop the bombs. Aidan said that by dropping the atomic bombs on two Japanese cities, fear would spread throughout Japan. He said that then, "they would start</p>



Accomplished Teaching Series



protesting their government." Camryn then acknowledged Aidan's point.

This was important because Aidan provided Camryn with another viewpoint. Aidan demonstrated that it was important to add ideas to the discussion as well as enhancing those ideas and suggesting alternative perspectives. The students learned new details, and learned them from their peers.

Students in both groups went back and forth in the discussion in a civil manner.

Additionally, the students looked at each other in the eye while discussing their points. These students valued and modeled listening to other viewpoints and modeled strong interpersonal skills. As a result, the students learned how to debate with respect. Also, they listened to each other's points of view and learned new details about the issue. The girl with the purple and white cardigan, Kayla, had difficulty expressing her thoughts. Kayla was a struggling learner. She needed her notes to assist her. Kayla started speaking but had trouble stating her points. Her partner Nya stepped in and helped Kayla. She said, "What she is trying to say is that maybe dropping the bomb twice was not the best choice." Nya's help demonstrated that each individual's say is as important as the changing of anyone's mind. I also realized the personal growth in Nya from the start of the year. By stressing the importance of being civil during debates, Nya learned to understand the opposing point of view while strengthen her own point of view.

Group Debrief: Based on your original wonderings, after reading his analysis, how might his instructional decision making been impacted by the evidence of student learning? (10min)

Source(s): ATLAS video

Connections and Extensions:

Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice *Accomplished Teaching Series-Learning Environment~Lesson 8*

Core 3: Topic 6: Planning Considerations

Brief Description: Teachers will discuss the manner in which they monitor student progress, engagement and learning for signs of misunderstandings or opportunities for enrichment as well as evaluate classes as learning collectives.

“Designs coherent instruction, using rich, complex subject matter to promote student learning across developmental levels.”

What Teachers Should Know and Be Able to Do, pg. 19

Protocols Included: Case Study

Outcome-based objectives:

Objectives
Participants will discuss how they anticipate and recognize student misunderstandings?
Participants will understand how to integrate research, use established theories and reasoned judgment to expand instructional strategies and practice.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

How do we anticipate and recognize student misunderstandings? How do we integrate research, established theories, reasoned judgement, and collaboration in expanding instructional strategies and practice?

Process:

Steps and Time	Notes, materials, etc.
Thinking about a recent lesson, turn to a partner and explain what misconceptions you planned for, how do you anticipate them, what strategies do you employ to overcome them.	~5 min
Overcoming perception as a misunderstanding: Participants will the finger maze with their dominant hand and then attempt with their non-dominant hand Make 3 to 5 attempts with the non-dominant hand.	~10 min



Accomplished Teaching Series



What are you noticing? How would this impact your learning/teaching?	
<p>Review the Case Study and discuss the guiding questions for each question.</p> <ul style="list-style-type: none"> • What might be some of your noticings about this question? • What might be the students' misunderstanding? • How might you address this gap? Or anticipate a similar issue in the future? 	<p>Elementary Case Study High School Case Study</p> <p>~10 min</p>
<p>Group Debrief: What new insights for planning for misconceptions do you have now? How might they impact your planning and be reflected in your learning environment? ~10 min</p>	
As content specialists it is sometimes difficult to anticipate upcoming struggles students will have with learning. What might be some other resources that will help you anticipate and plan for these misconceptions or gaps in understanding? How might you incorporate student agency? ~5 min	Using post-its capture one potential resource per post-it.
Sort: Individuals place post its on chart paper labeled Self/People/Things to sort	Chart paper ~3 min
Discussion: Looking at each category, posters will explain their notes and how each resource contributes to uncovering misconceptions.	~10 min
Discussion: What might be the impact on learning environment through uncovering student misperceptions? How might you maximize the positive impact?	~10 min
Depending on time, group debrief or walk-away question: What might be the benefits of collaboration to uncover student misconceptions?	

Source(s): NA

Connections and Extensions:

Activity documented by: Rita Floess, NBCT and Colleen McDonald, NBCT and modified 2018.

Activities for Finger Training

These activities go with the paper:

SEEING AS UNDERSTANDING: The Importance of
Visual Mathematics for our Brain and Learning.



Jo Boaler, Professor of Mathematics Education
with Lang Chen, Stanford Cognitive and Systems Neuroscience Lab
Cathy Williams & Montserrat Cordero, youcubed.
Stanford University

<http://www.youcubed.org/visual-math-network/>

You will need:

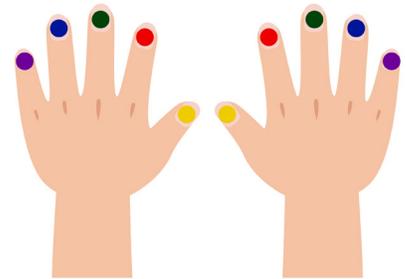
Finger Maze activities (in color)

Colored dots for each color in the Finger Maze: red, blue, green, purple, yellow

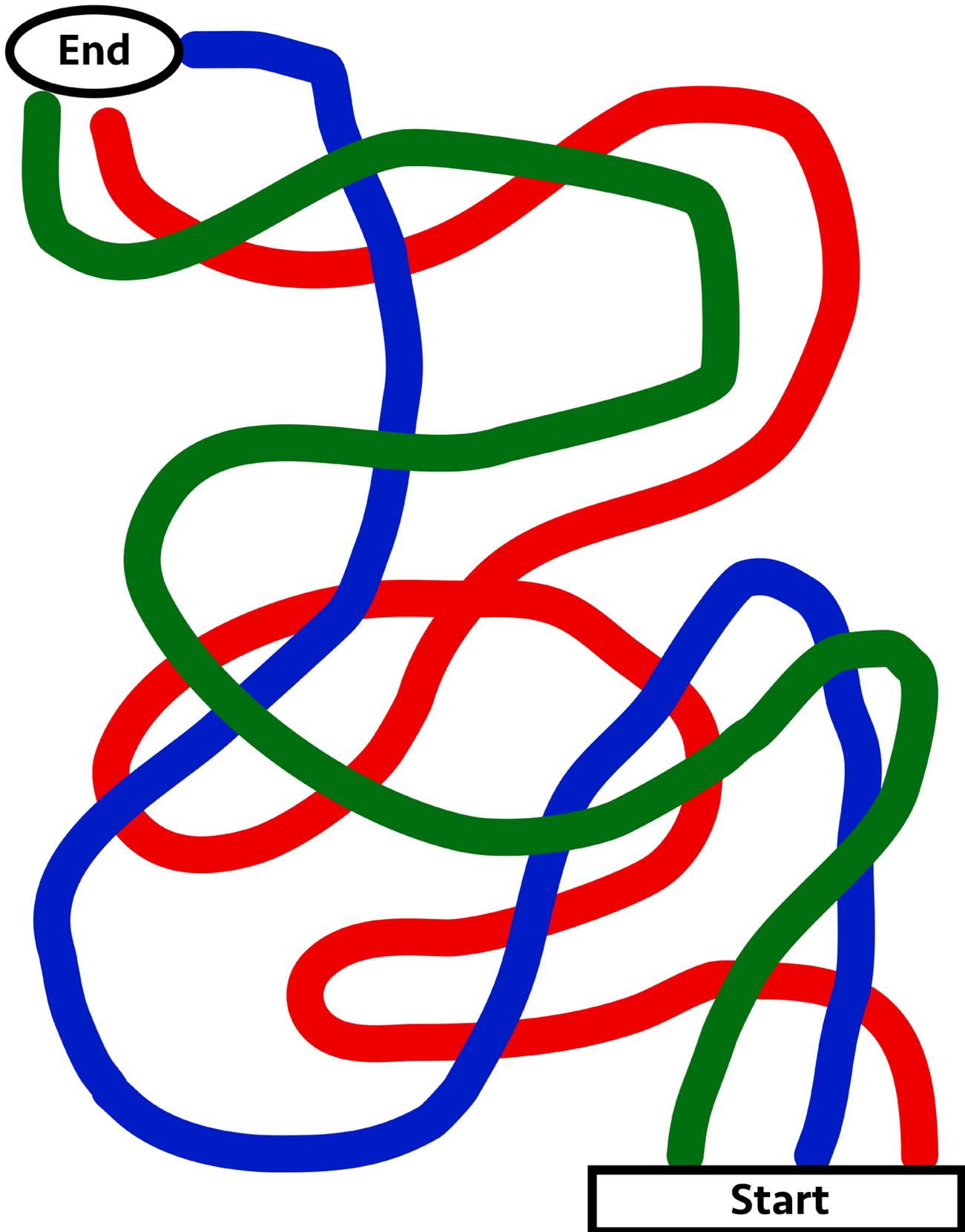
Finger Maze activities help children build finger differentiation, which is important for developing numerical understanding.

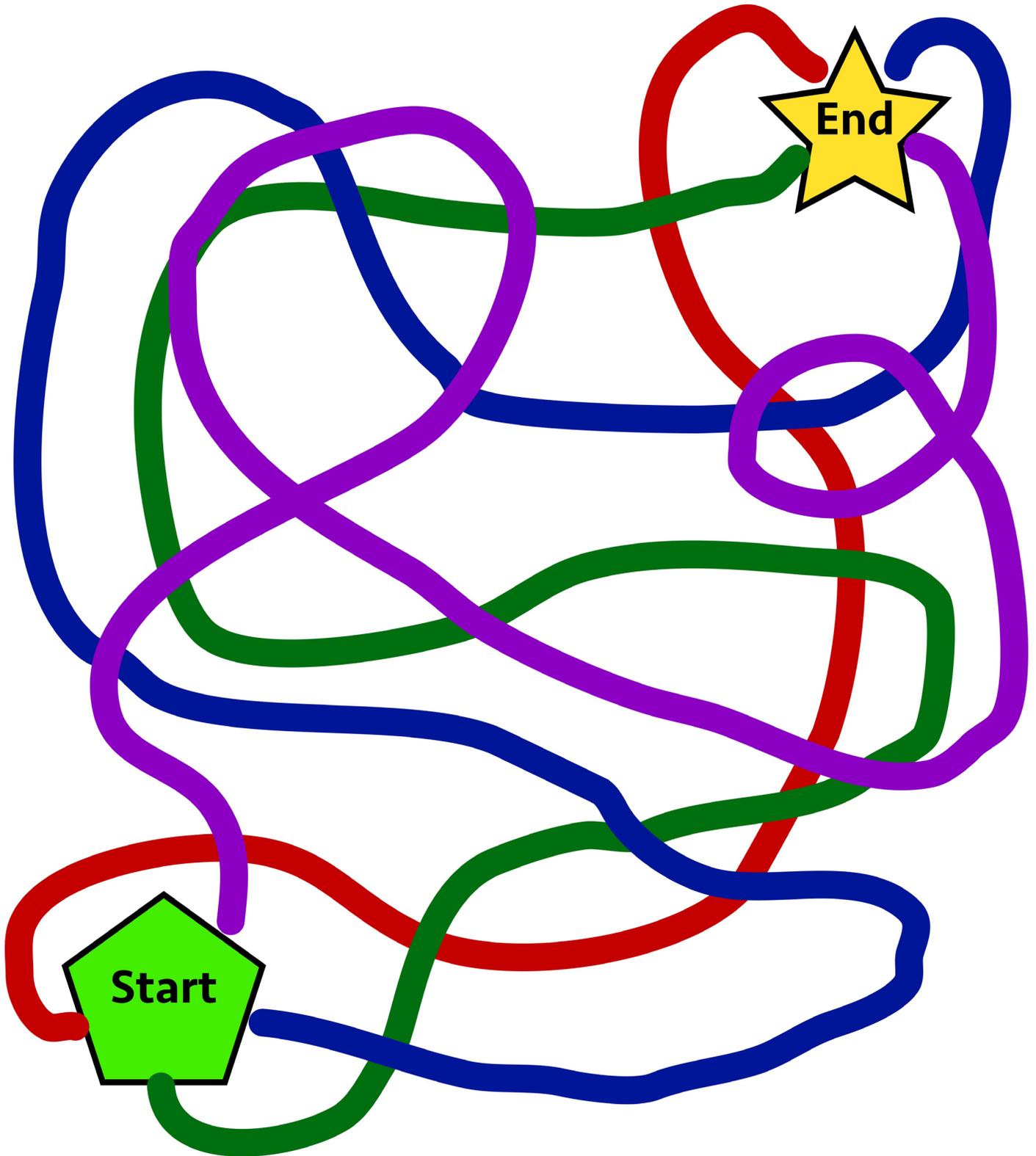
Directions:

Put a colored dot on each fingernail that matches the diagram. Start with the first maze. Have the child match their red index finger to the red path in the maze and slowly trace the path to the end. Each path should be traced slowly and take several seconds. Next trace the green path with the matching finger. After a child uses their dominant hand to solve all of the paths in the maze ask them to use their other hand.



Adapted from Gracia-Bafalluy, M., & Noël, M. P. (2008). Does finger training increase young children's numerical performance? *Cortex*, 44(4), 368-375.





Help Chezi the mouse find the cheese!





Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series-Learning Environment Lesson 9*

Core 3: Topic 7: Learning Environment

Brief Description: Teachers will discuss how to proactively manage classroom procedures and student behavior to create vibrant, productive workspaces and organized physical spaces. The settings that teachers design, the situations they create, and the strategies they select are all grounded in educational research and professional experience.

“Establishes a culture of learning, utilizing multiple methods to meet instructional goals.”

What Teachers Should Know and Be Able to Do, pg. 25

Outcome-based objectives:

Objectives
Participants will discuss how to establish a safe, fair, equitable, and challenging environment for all students.
Participants will discuss how to create vibrant, productive work spaces by monitoring and managing procedures as well as student behavior.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<p>Participants will need to bring a map of their classroom and description of activity served by the layout.</p> <p>How do we establish a safe, fair, equitable, and challenging environment for all students? How might you create vibrant, productive work spaces by monitoring and managing procedures and student behavior?</p>

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Participants in pairs will share their map and explain how the learning activity was served using this layout. Discuss: What	~10 min



Accomplished Teaching Series



might be some additional ways to match learning goals to the function of the learning environment?	If participants don't bring a map take 5 minutes to create
Whole group discussion: What are some considerations involved in planning the learning environment?	~10 min
What impact does student learning needs have on your environment?	Small or whole group ~10 min
Referring to the map: How might the learning environment be used to differentiate and ensure equity?	~5 min Think and Write ~5 min share as a whole group
Whole group share: In your context, what might a vibrant, productive work space look like, sound like, and feel like? 5 min Gallery walk between groups	Jigsaw on charts in small groups: ~5 min Looks like - Sounds like - Feels like
Open discussion: Now that we have a common understanding, what impact will a vibrant environment have on your teaching? What impact does it have on student learning? ~10 min or remainder of the time	
Extension Activity: ATLAS video: MS/High School: Translating Word Problems into Inequalities The teachers creates a stimulating and productive environment empowering students to think and reason mathematically. <i>Watch 06:45 - 10:54</i>	Watch video and discuss how this meets or does not meet the groups ideas of a vibrant learning environment,

Source(s): ATLAS video

Connections and Extensions: ATLAS video

Activity documented by: Rita Floess, NBCT and Colleen McDonald, NBCT and modified 2018.



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series 2: Lesson 3*

Core 3: Topic 8: The Architecture of Accomplished Teaching and Student Feedback

Brief Description: Throughout the learning process, accomplished teachers work collaboratively with their students. Teachers will discuss how they provide clear understanding of learning objectives, why they are relevant, and how they encourage students to take ownership of their learning.

“Educators analyze learning outcomes in relation to educational objectives, showing students what they have achieved, reviewing what they need to do, and formulating strategies with them for the completion of that work. By contextualizing evaluation within the learning process, accomplished teachers use assessment to empower themselves and their students.”

What Teachers Should Know and Be Able to Do, pg. 29

Protocols Included: Charting, Group Brainstorm

Outcome-based objectives:

Objectives
Participants will discuss how feedback promotes student growth.
Participants will discuss how they provide feedback to students and the impact on student growth as well as how to gather feedback to adjust instruction.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

How does assessment and feedback promote student growth? How was student feedback provided? How did your feedback to the students and student feedback to you promote both changes in instructional decisions and student growth?

Process:

Steps and Time	Notes
Looking at the AAT <ul style="list-style-type: none"> • What do you notice about the motion within the double spiral shown in the Architecture of Accomplished Teaching Helix? • How could that movement of the double spiral be applied to a teacher’s growth? 	



Accomplished Teaching Series



<ul style="list-style-type: none"> • What does this suggest about the nature of improving teaching and learning? • As you think about and reflect on this past year, when might have you used this successfully? When might you have needed to think about it more? <p>Then watch video.</p>	
Now consider where and how student feedback might influence the AAT. Where might it fall in the helix?	
What are some of the various methods you use to provide feedback to students? What are some ways that you collect feedback from students?	Chart group brainstorm
How might the student feedback influence your instructional decisions as you plan for next year?	
Discuss the AAT around a big idea you would like to work on as a team for next year. As you plan through the AAT, how does your learning this year influence your thinking?	
What is one way that discussing accomplished practice through the 5 Core Propositions, AAT, and your certificate area standards influenced your thinking and professional decision making?	

EXTENSION

<p>Jigsaw Wiggin's article. This makes sense to me because..... (10-15 min)</p> <p>Each section will create on chart paper a visual representation or metaphor of their key including their key to be shared with the whole group. (15 min)</p> <p>Note to Facilitator: Keep chart paper to rehang if the second 30min is in a later PLC so that teachers have reference to the keys.</p>	<p>Each group will read pgs 1 and 2 then be assigned one or more of the keys to effective feedback sections. Please note: all sections include the introduction and conclusion (Not enough Time) Facilitator can prioritize sections</p> <p>Chart paper</p>
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Activity documented by: Rita Floes, NBCT and Colleen McDonald, NBCT; modified (2018)



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 9: Looking at Student Work

Brief Description: In this conversation, participants will bring their own assessment and response to understand the characteristics of student work that demonstrate growth and learning. They will also, through sharing their tool and student work, discuss student responses and how to build on accomplishment.

“Assessment is not always done for the purpose of recording grades; rather it allows students and teachers to examine their current status. Accomplished teachers evaluate students to determine what they have learned from instruction,...”

What Teachers Should Know and Be Able to Do, pg. 27

Protocols Included: [EquiP Student Work Protocol \(Guiding Questions\)](#)

Outcome-based objectives:

Objectives
Participants will understand the characteristics of student work that demonstrate student growth and development.
Participants will discuss student responses and how to build on student accomplishment.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment

Materials or Special Set-up Required:

Participants will bring their own Assessment and Scoring tools to share, analyze, and discuss. <i>In PLC:</i> What characteristics of the student’s work demonstrate the student’s growth and development? Given the student’s response, what will you do as a teacher to build on what the student has already accomplished?
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Process:

Steps and Time	Notes, suggestions, materials, etc.
Do you see feedback more as advice or evaluation on grades? Place yourself on either corner of the room that aligns with your thinking. Then discuss with your corner-mates and present to the other corner the group’s thinking/position. Listen to their response and presentation. Does anyone want to change sides? (12 min)	Identify the corners: <ul style="list-style-type: none"> • Advice • Evaluations and Grades



Accomplished Teaching Series



<p>Each group will develop a definition for growth producing feedback. Then they will share out and building on common ideas developed a shared definition. (15 min)</p>	
<p>Elevator pitch: To someone not in education, how would you define or explain “growth producing feedback”? (3 min)</p>	
<p>ATLAS video: The teacher is showing students the need for using measurement skills in this industry specific application. Watch 03:27 - 03:42 The teachers chooses a large scale practice model for students to practice their skills. Watch 07:25 - 08:17</p>	<p>The students in the two groups did a great job achieving the goals I set during the lesson, as I continued my observations during the entire activity and witnessed successful and proper felt installation and good shingling technique Group A, which was a little further along, and already shingling, demonstrated and practice their ability to put shingles on properly.</p>
<p>Participants will pair up and share their assessment and scoring tool with their partner for review (10 min)</p>	
<p>Choose one student work sample and appropriate feedback, noting it on post-its. Repeat with other work sample. (10 min)</p>	<p>Discussion Tool and Guiding Questions. Using post-its to note on student work sample.</p> <ul style="list-style-type: none"> • What does the student’s work demonstrate about their understanding of the task? • What does the student’s work demonstrate about the student’s proficiency with the requirements of the targeted instructional goals? • What does the student’s work demonstrate about the depth of their understanding and reasoning ability? • How does the application of the scoring guidelines/rubrics related to the task support an understanding of the student’s proficiency?
<p>Share out with whole group: Noticings on the scoring tools and assessment tools. Then share the appropriate feedback developed in pairs. (10 min)</p>	
<p>How do you decide what is an appropriate tool and scoring rubric?</p>	

Source(s): [Equip Student Work Protocol \(Guiding Questions\)](#)

Activity documented by: Rita Floess and Colleen McDonald, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 10: Instructional Decisions (after Instructional Planning)

Brief Description: Participants will discuss the process of instructional decision making during lessons and alignment to planning. They will further explore approaches, strategies, techniques, and activities to promote active engagement.

“Accomplished teachers find ways to accommodate what they know and learn about themselves and their students within plans for the whole group.”

What Teachers Should Know and Be Able to Do, pg. 29

Protocols Included: Whip Around or Snowball

Outcome-based objectives:

Objectives
Participants will discuss how pedagogical and instructional decisions made during the lesson align with planning.
Participants will discuss specific approaches, strategies, techniques, and activities used to promote active student engagement.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<i>In PLC:</i> How did the pedagogical and instructional decision you made during the lesson align with your planning? What specific approaches, strategies, techniques, activities were used to promote active student engagement?
--

Process:

Steps and Time	Notes, suggestions, materials, etc.
Define Student Engagement: What is student engagement? Record individually, elbow partners, and whole group (10 min)	Facilitator records a common definition on chart paper
Whole group brainstorm Looks like; Sounds like; Feels like (5 min)	Facilitator records on definition chart paper; then adjust the definition based on group thinking



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 11: Reflection

Brief Description: Teachers will discuss the evidence they may use to determine the extent to which goals are achieved by the class or individual students. They will then discuss the integration of that information into the planning for next steps.

“Accomplished teachers find ways to accommodate what they know and learn about themselves and their students within plans for the whole group.”

What Teachers Should Know and Be Able to Do, pg. 29

Protocols Included: NA

Outcome-based objectives:

Objectives
Participants will discuss the evidence to determine to what extent lesson goals were achieved.
Participants will discuss next steps based on student growth and results.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
--------------------------------	---------------------------------

Materials or Special Set-up Required:

<p>Participants will come with a data sheet for their class based on a recent formative or summative assessment</p> <p><i>In PLC:</i> To what extent were the lesson goal or goals achieved? What might be the evidence that supports this answer? What would be next steps as a result?</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
Participants will circulate and stand under the quote the resonates with them Explain why (5 min)	Facilitator will select and post 5 quotes on Reflective Practice around the room
Establishing the question of interest. “What” do you want to know in examining the data you brought? (5 min)	



Accomplished Teaching Series



<p>With a partner select A, B roles A will discuss their data sheet with B -switch- (10 min per partner)</p>	<p>What “snapshot” observations can be made about the question, or what patterns are evident? What strengths or challenges arise from the data?</p>
<p>Developing an Action Plan In reviewing the strengths and challenges which have arisen from the data, partners will discuss:</p> <ul style="list-style-type: none"> • What is your next instructional goal for the class? • What is a strength that surprised you in the data? • How might you incorporate or build on that strength in your next steps? • What is challenge presented by the data in reaching that goal? • How do you plan to bridge this challenge bringing the class as a whole to be successful? • What resources might you need to make this happen? <p>(25 min)</p>	<p>Depending on the structure of the PLC (grade level, department, mixed) and participant comfort level this may be a whole group discussion or small group or partner.</p>
<p>What are some strategies you use to balance the needs of the individuals with the needs of the class? <i>Or</i> How do you determine student success? (5 min)</p>	
<p>EXTENSION ACTIVITY ATLAS video: Creating Conceptual Photography using Advanced Techniques Watch 10:08 - 17:19</p>	<p>The teachers uses informal assessment, evaluation and reflection techniques with the student in the video. The student successfully self-assesses and evaluates his work with the guidance of the teachers. The teachers uses excellent written assessment, evaluation and reflection tools with students throughout the creation process.</p>

Source(s): [Collection of Quotes about Reflection & Reflective Practice](#) – July 2011
Global Alliance for Justice Education, Michele Leering,

Connections and Extensions: See ATLAS

Activity documented by: Rita Floess and Colleen McDonald, NBCTs

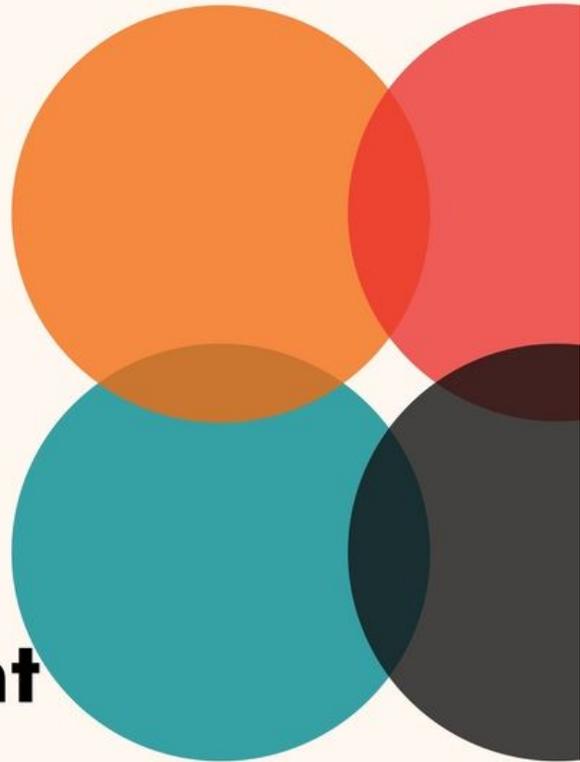
For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.

There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

STANDARDS STUDY

Assessment

National Board Professional Teaching Standards



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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning	
OVERVIEW: Accomplished teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.	
<p>Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self- and peer assessments, and effectively report assessment and evaluation results to students, families, colleagues, policy makers, and the public.</p>	
<p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students is an important guide to short- and long-term decision making. Teachers assess students on an ongoing basis and are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice.</p>	
<p>Teachers Understand the Design, Principles, and Purposes of Assessment</p>	
<p>On the basis of a sound knowledge of measurement theory and principles, accomplished teachers use a variety of assessments for different purposes in collecting and communicating information about their students, their instruction, and their programs in general. They know how to select, construct, design, and adapt various assessment methodologies to use in diagnosing and evaluating student learning. They constantly adhere to principles of equity, fairness, validity, reliability, and equal opportunity in assessment situations. Their evaluation methods provide students opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do, how to make good choices in delivering instruction, what types of assessments will best determine how well students have learned, and how to analyze data in various ways to decide what revisions, adaptations, or adjustments in instruction must occur to promote additional learning.</p>	
<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods for various purposes. Before beginning a new unit, teachers might assess students' prior knowledge about the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic</p>	

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development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to determine overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and for graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use assessments to acquire information about student achievement and to improve instruction. Their primary goal in the use of assessments is to improve the effectiveness of their teaching practice.

Most classroom assessments are used to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student’s engagement with various processes and techniques and the relative success of their products. Teachers also assess students’ knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. Through assessment, teachers identify both strengths and areas for continued development. Accomplished teachers know that good assessment is also a tool for learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, projects, or class presentations. They gauge students’ ability to ask good questions, challenge assumptions, take risks, and initiate projects and activities. They understand that good assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together.

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques and know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of the evaluation. They clearly understand the necessity for the alignment of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods of evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, rating scales, questionnaires, surveys, journals, performance tasks, portfolios, videotapes, demonstrations, and exhibitions. Teachers also utilize more traditional methods such as selected-response, short-answer, and essay or extended-response methods, among others. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types

of questions that will enable students to talk reflectively about their own artwork. They ask the same kinds of probing questions as they talk individually with students who are working independently. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight, understanding, and appreciation of artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. Therefore, they realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers examine the affective and expressive characteristics of student work in order to determine both the quality of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in the work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, constructive feedback to all students. They know that praise given appropriately can increase motivation and boost self-esteem and confidence; therefore, they look for ways to celebrate each student's accomplishments. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. They use data from various assessments to help students understand and to guide them as they progress. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement.

Teachers draw on their knowledge of students' backgrounds and unique abilities to help students learn to recognize their own accomplishments. (See Standard II— Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV— Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Accomplished teachers ensure that students know where they are in the continuum of growth over time and help them to understand their own

achievement and progress toward goals. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning and Standard I—Goals of Art Education.)

To support students throughout their learning, accomplished teachers meaningfully communicate with parents and others. They communicate clearly, promptly, and regularly to parents and guardians about the progress students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways for including parental insight in the assessment process. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Promote Student Self-Assessment

Accomplished teachers help students become adept at self-assessment. Teachers help students learn to be active participants in assessing their own progress. Teachers clearly communicate their expectations so students can judge how their work meets those criteria. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students’ assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own personal progress toward these goals. Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of children at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success.

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues such as race, ethics, justice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed concepts of gender, beauty, or compassion. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time.

Teachers Are Reflective and Examine Their Practice Systematically

In order to extend their knowledge, perfect their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—Goals of Art Education.) For such teachers, every class and each individual learning

<p>experience provide opportunities for reflection and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they assess how to avoid such results in the future. In the way they assess work in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—Curriculum and Instruction.)</p> <p>Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one’s practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.</p> <p>In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of various kinds or through observations, discussions, and the use of tools such as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.</p> <p>Teachers participate in a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.</p> <p>Teachers Evaluate Their Programs</p> <p>In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. Not only do they want to continuously monitor the alignment and effectiveness of curriculum, instruction, and assessment; they are interested in feedback regarding classroom management and climate, collaborations, and success in general. They adapt their evaluations to serve program or school-wide goals in order to meet the more general goals of education. (See Standard I—Goals of Art Education.) They know how to communicate assessment</p>	
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<p>information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only for clear demonstration of student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.</p> <p>When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state data to determine how well they are progressing toward achievement of content standards. They also view external assessments such as the <i>National Assessment of Education Progress (NAEP) 1997 Arts Report Card</i>¹ as valuable resources for use in examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential and model and encourage similar professional behavior among their colleagues.</p> <p>Teachers Continually Refine Their Practice through Study and Self-Examination</p> <p>Teachers stay abreast of current research, trends, processes, and information through activities such as reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.</p> <p>Accomplished teachers stay abreast of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. They understand the major controversies in their field and know where they stand on these issues. Teachers have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—Goals of Art Education and Standard VIII—Collaboration with Families, Schools, and Communities.)</p> <p>Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques. Ongoing study provides support for the instructional decisions they make and for their abilities to articulate a cogent rationale for their actions. Continuous</p>	
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¹ Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress*. Washington, D.C.: National Center for Education Statistics, 1998.

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learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

<p>ART (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD VI: Assessment, Evaluation, and Reflection on Student Learning</p>	
<p>OVERVIEW: Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.</p>	
<p>Accomplished teachers realize that the primary purpose for assessment and evaluation is to support and inform teaching and learning processes. Although assessment can focus on student demonstrations of past knowledge, teachers know that assessment of students in the act of learning provides more opportunities to make a difference in their education. For gathering evidence of both past and current learning, teachers use a variety of assessment and evaluation methods and formats, encourage self and peer assessments, and report assessment and evaluation results effectively to students, families, colleagues, policymakers, and the public. (See Standard II—Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)</p> <p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students are important guides to short- and long-term decision making about instruction. Teachers assess students on an ongoing basis but without undue disruption of the teaching process. They are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice. (See Standard X—Reflective Practice.)</p> <p>Teachers Understand Assessment Purposes and Principles</p> <p>Accomplished teachers use a variety of assessments for different purposes in collecting, analyzing, and communicating information about their students. They know how to select, construct, design, and adapt various assessment methodologies and instruments to use in collecting data, diagnosing, and evaluating student learning. Their evaluation methods provide students with opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do; how to make good choices in delivering instruction; what types of assessments best determine how well students have learned; and how to analyze assessment data in various ways to decide what revisions, adaptations, or adjustments in curriculum and instruction must occur to promote additional learning. (See Standard V—Curriculum and Instruction.)</p>	

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<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods to address the different kinds of information sought about student learning.</p> <p>Assessment—the process of using formal and informal methods for gathering data to determine the growing artistic literacy of students—is a critical, ongoing component in the accomplished pedagogy of art teachers. Before beginning a new unit, teachers might assess students’ prior knowledge and skills regarding the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to evaluate overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and to determine graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use various assessment methodologies to acquire information about student achievement and to improve instruction. They thoughtfully evaluate student learning, their instructional strategies, and their visual arts programs. (See Standard II—Knowledge of Students as Learners, Standard V—Curriculum and Instruction, and Standard X—Reflective Practice.)</p> <p>Accomplished teachers know how to distinguish between evaluation and assessment. They understand that an evaluation is making a judgment about something, such as student learning outcomes, the curriculum, or their own teaching practice. On the other hand, assessment is a means to that end, namely, a strategy or a tool to help make evaluations. Assessment, as opposed to testing, suggests a wide variety of possibilities for types or kinds, especially qualitative examples or judgments. Assessment informs the practice of accomplished teachers and provides data upon which to make decisions for improvement; evaluation makes a judgment or assigns value.</p> <p>Accomplished teachers know that good assessment is also a didactic tool for new learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, or class presentations. They understand that quality assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together. They use assessments as a means to increase student understanding. They are aware that later information about student progress is more significant than earlier data, and they weigh the latest and best knowledge about their students more heavily.</p> <p>In valuing a variety of fair and equitable practices for different functions of assessment, responding to different types of knowledge and student learning styles when crafting assessment tasks, and collaborating with students on assessment issues, accomplished teachers have internalized a set of sound assessment principles. These assessment principles guide their teaching practice and improve its effectiveness. (See Standard III—Equity and Diversity.)</p>	
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Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight into, understanding of, and appreciation for artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. As a result, teachers realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers use most classroom assessments to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. They gauge the abilities of students to ask probing questions, challenge assumptions, take risks, and initiate projects and learning experiences. Through assessment, teachers identify both strengths and areas for continued development. Teachers examine the affective and expressive characteristics of student work in order to determine both the quality and craftsmanship of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in each student's work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, and constructive feedback to all students. They know that when praise is given appropriately it can increase motivation and boost self-esteem and confidence, and they look for ways to celebrate the accomplishments of each student. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement. They use data from various assessments to help students understand and to guide them as they progress. Teachers use all types of evidence to help them evaluate student growth and development. (See Standard IV—Content of Art.)

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques, and they know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus,

<p>and purpose of the evaluation. They clearly understand the necessity for aligning of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods for evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, graphs, rating scales, questionnaires, surveys, journals, performance tasks, videotapes, demonstrations, exhibitions, and portfolios. They may also use more traditional methods, such as selected-response, short-answer, and essay or extended-response methods. Formal and informal critiques also provide valuable information. Additionally, accomplished teachers have numerous quick and easy formative strategies to elicit meaningful and immediate feedback about the performance of the class as a whole. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.</p> <p>Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types of probing or guiding questions that will enable students to talk reflectively and critically about their own artwork. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.</p> <p>Teachers Address Validity and Reliability Issues</p> <p>Teachers recognize that validity and reliability issues affect their classroom assessment practices. They strive for goodness of fit of selected tasks for their assessment purposes and can defend their choices with sound reasons. They select assessment strategies that not only are authentic to the content area being assessed but also are direct measures of the behaviors being examined. They value assessment formats that are meaningful to students, yet challenging and cognitively complex, and they seek student involvement as well as that of colleagues in the design of such formats.</p> <p>Teachers know that all assessments need to be straightforward and clear and that no student should be unsuccessful because of a lack of understanding about what is required. Accomplished teachers consider the intended and unintended consequences of an assessment prior to its implementation; that is, what tacit message does the assessment say about their art programming to students, families, and the field at large? How might the assessment influence or change future programming positively or negatively? Teachers constantly adhere to issues of equity and fairness in selecting, designing, and implementing assessments. They take the time to analyze and reflect on assessment results to see whether certain groups of students have performed differently from the rest and why. Accomplished teachers know how and when to strike an appropriate balance between depth and breadth of content in assessment preparation. Teachers recognize the importance of reliable assessment results and</p>	
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have developed strategies for ensuring that derived assessment scores are accurate and consistent. They value clear and understandable scoring criteria and levels of achievement, multiple measures for assessing the same material, and periodic rechecking of scores during the scoring process. They seek out a second judge to verify assessment results when problems arise. If assessment outcomes are to be translated into grades, teachers know that their grading policies must be clearly understood by students and their parents. Accomplished teachers help students and parents interpret the results of standardized tests and other high-stakes assessments, emphasizing that these results represent only one type of data that can be used to evaluate student performance. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

Teachers Promote Student Self-Assessment

Knowledge of the backgrounds and unique abilities of their students helps accomplished teachers support students as they learn to recognize their own accomplishments. (See Standard II—Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV—Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Being sensitive to the special needs of students with exceptionalities, students for whom English is a new language, or students with different learning styles, teachers seek methods that will maximize success and build on individual strengths. Accomplished teachers ensure that students know where they are on the continuum of growth over time and help them understand their own achievement and progress toward goals. (See Standard I—Goals of Art Education, Standard III—Equity and Diversity, and Standard X—Reflective Practice.)

Accomplished teachers help students become proficient in assessing their own progress in all aspects of art learning. Teachers help students learn to be active participants in assessing their own progress because they know that the ability to self-assess is an important element in fostering the growth of independent lifelong learners. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria and levels of achievement against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students' assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own progress toward these goals.

Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of students at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather

<p>than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success. (See Standard II— Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)</p> <p>Teachers Enable Students to Apply Concepts of Assessment to Art in Their Lives</p> <p>Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues, such as ethics, justice, prejudice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed such concepts as beauty, gender, compassion, struggle, conflict, or oppression. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time. (See Standard IV— Content of Art.)</p> <p>Teachers Communicate Assessment Results</p> <p>To support students throughout their learning, accomplished teachers meaningfully discuss assessment results with parents and others. They communicate clearly, promptly, and regularly to parents and other caregivers the kind and quality of progress that students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways to include parental insight in the assessment process. In addition, they communicate achievement results to colleagues and administrators, working collaboratively as members of the whole school team to support students throughout the curriculum. (See Standard IX— Collaboration with Colleagues, Schools, Families, and Communities.)</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD V: Assessment	
OVERVIEW: Accomplished teachers design and implement a variety of valid and reliable assessments that allow students to provide an authentic demonstration of their knowledge and skills and help them establish goals to guide their technical and professional development.	
<p>Accomplished career and technical education (CTE) teachers utilize a variety of assessment methods, both quantitative and qualitative, to obtain meaningful information about students’ prior experiences and current knowledge. Educational assessments help instructors gauge student progress and evaluate where students are in the learning process. To support the demonstration of student achievement, teachers review their assessments carefully and provide their students with accommodations as required. Cognizant of their students’ learning styles as well as their needs and interests, teachers select, design, and modify assessments based on the skills and behaviors they are measuring and the educational purpose for gathering these data. Accomplished teachers formulate strong rationales regarding how, when, and why to administer assessments in the CTE learning environment. They use assessment data to assist students as they reflect on their academic progress, to refine teaching practices based on their students’ changing needs, and to advocate for their programs.</p> <p>Designing Valid and Reliable Assessments</p> <p>Accomplished CTE teachers are adept at using different types of assessments, integrating ready-made and teacher-developed examinations meaningfully throughout the learning process. Formative evaluations help them measure their students’ prior knowledge and track their students’ progress within a unit of study, as learning takes place. Accomplished teachers know how to maximize the diagnostic potential of these assessments to determine the changing status of student ability and knowledge. They use baseline assessments, or “pre-tests,” to gauge student understanding prior to instruction, employing these evaluations to survey students quickly and confirm the best starting point for a course. Teachers administer other instruments as well to make formative judgments during any phase of instruction. For instance, a teacher may observe students to determine misconceptions taking place in the classroom or to gauge shifts in conceptual understanding while students work in the lab; the teacher may also apply a rubric or scoring guide to the assignments that students submit so she can identify ideas requiring further discussion in future class sessions. Accomplished teachers assess student learning continuously and purposefully to determine when and how they should remediate or accelerate instruction to support student achievement. Instructors do so both informally, during</p>	

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<p>classroom observation and discussion, and formally, when reviewing their students' completed work. At the end of units and other milestones throughout the year, teachers utilize summative measurements such as student portfolios, semester projects, and industry certification or licensure examinations to evaluate the cumulative impact of instruction on their students' content knowledge and technical competency.</p> <p>By using assessments that connect academic instruction with real-world experience, accomplished teachers support the curricular goals of the CTE learning environment. For example, a health educator might administer a performance-based assessment that requires students to check patients' vital signs so he can evaluate his students' higher order critical thinking skills as they resolve a problem-based scenario in an authentic medical context. CTE teachers select the assessment method that best suits their purpose given the skills, abilities, and outcomes they are evaluating and the business demands of the workplace. Instructors align the content of their measurements with relevant educational and professional learning objectives and standards. For example, an automotive technology teacher who wants students to demonstrate proficiency replacing brake discs, or rotors, may design a performance-based test requiring them to complete this task; to evaluate his students' theoretical understanding of the brake system, the teacher may later choose to administer an essay exam asking students to explain design principles and their impact on practical automotive maintenance. CTE instructors ensure there is a strong conceptual match between the structure of the assessments they use and the content being measured.</p> <p>Accomplished CTE teachers understand the importance of selecting, designing, and administering valid and reliable tests. They use valid assessments to make decisions related to targeted outcomes, ensuring that the content and construction of their measurements can support their evaluation of student skills and behaviors. For instance, a culinary arts teacher who has students demonstrate their ability to prepare sauces may observe them deglazing a pan to incorporate fond in a pan sauce or may watch them thickening a roux to make a béchamel; to provide her students with useful feedback about sauces, the instructor would focus her attention on techniques like these rather than methods to achieve specific meat temperatures or strategies for measuring flour. Accomplished CTE teachers review examinations to make sure they meet their pedagogical purpose in the learning environment. Instructors analyze their feedback methods as well, basing them on professional standards to characterize performance as reliably as possible across student groups. For example, an accomplished CTE instructor might use industry mandated guidelines to make a rubric more objective so a team of qualified teachers can reach scoring consensus and compare student performance on an examination administered in different classes. CTE teachers carefully monitor issues related to the validity and reliability of their classroom assessments.</p> <p>When selecting and designing assessments, accomplished CTE teachers obtain stakeholder input to confirm they are measuring content in accordance with industry</p>	
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and academic guidelines. Instructors actively engage advisory boards, educational and professional colleagues, and postsecondary college and business partners as necessary and appropriate. For example, a high school drafting instructor might communicate with partners at the college level while developing tests that evaluate his students' ability to produce paper-and-pencil and computer-assisted designs. Similarly, a dance teacher might work with a physical education instructor to create an examination about the computation of body mass index and its significance. CTE teachers recognize that external and internal stakeholders can help them align assessments with industry expectations and school curricula while measuring student proficiency within career areas. Instructors use their networks of educational and business partners to vet the assessments they administer in the learning environment and guarantee that their examinations are based on the most current and authoritative professional knowledge possible.

Accomplished CTE teachers modify their assessments to accommodate individual learners and ensure that all students have the opportunity to demonstrate the skills and abilities measured in the learning environment. For example, an instructor might have a student with a learning deficiency in written communication respond orally to an essay test if composition is not the technical skill she is evaluating. Or a teacher may create alternative versions of an examination to target students at different reading levels while retaining the rigorous quality of the test content across all versions. To reduce bias and promote fair testing, CTE teachers avoid situations that might disadvantage students based on linguistic or cultural differences. For instance, a construction technology teacher may change the word "stoop" to "porch" on a test to accommodate her students' regional dialect and ensure that word choice does not impede their demonstration of technical understanding in relation to house design. Accomplished CTE teachers adapt assessments based on their knowledge of students' exceptional needs and cultural backgrounds, as well as their learning styles. Educators provide students with various opportunities to exhibit their proficiency based on their learning modalities. For example, an automotive technology instructor may ask students to assess engine performance based on software diagnostics versus physical examination and anecdotal discussion with a customer. Similarly, a family and consumer science instructor who teaches culinary arts may have students dice or chop fruits and vegetables in a range of sizes to demonstrate their knife skills—and then have students evaluate their classmates' performance in relation to the uniformity of their cuts. Assessing students in different manners, with sensitivity to their educational experience and individual characteristics, allows accomplished teachers to attain the fullest appreciation of their students' skills and abilities.

Utilizing Assessment Data

Accomplished CTE teachers maintain a strong focus on the educational purpose of assessment—to provide students with detailed information regarding what they know and how they may extend the breadth and depth of that knowledge. Instructors therefore sequence assessments based on their students' prior knowledge and future learning goals. Teachers analyze the assessment data they collect, interpreting it so

<p>they can engage students in substantive discussions about their strengths and weaknesses as well as strategies to enhance their learning. For example, a teacher may design a baseline assessment to measure a range of technical skills that potential employers would value in order to map student knowledge, discuss teaching goals, and plot the course of future learning in collaboration with students; the teacher may then return to this assessment throughout the semester to keep students involved in the measurement of their own growth. CTE instructors compare current and historical data to determine trends in student achievement. They take this information into consideration when conferring with students and reviewing the pace, sequence, and delivery of instruction for current and subsequent school years. By making constructive use of assessments, CTE teachers adopt a fair and balanced approach to student learning that demonstrates a genuine desire to help students do well in the spirit of teamwork.</p> <p>Accomplished CTE teachers empower their students to engage in the type of self-reflection that leads to self-efficacy. To this end, they discuss every aspect of the assessment process with their students, clarifying methods of evaluation and criteria for analyzing performance. Educators provide their students with clear, concise feedback and thoughtful, supportive guidance regarding how students can improve their skill sets. During these discussions, teachers listen carefully to students, taking their views into consideration to devise intervention strategies that complement their learning styles, assessment experiences, and career goals. Accomplished teachers show students how they can use classroom assessments to evaluate their progress toward academic and professional goals such as meeting higher education admission requirements, pursuing postsecondary credits, satisfying job licensing requirements, earning industry certifications, and obtaining employment. By making students participants in the analysis and interpretation of assessment data, CTE teachers provide them with the tools they need to take charge of their growth across all subject areas.</p> <p>Accomplished CTE teachers know that assessment data can provide valuable feedback to teachers as well as their students. They analyze this information and use it to evaluate their pedagogical approaches, formulate instructional responses, and plan future professional development. For instance, a broadcasting instructor may analyze the news recordings his students submit to reevaluate the structure of the assignment and its location within the syllabus. Or an accounting teacher may decide to reinforce certain concepts within a spreadsheet lesson due to the results of an assessment that indicate her students need more time reviewing the use of multiple formulas. Finally, a business technology teacher who has identified web page design as an area requiring improvement based on her classroom experience may attend a workshop on current scripting languages. Teachers modify and adapt their practice based on this type of analysis, comparing classroom goals with student outcomes so they can identify gaps and determine how they can address any shortcomings to improve student learning. (See Standard X—Reflective Practice.)</p>	
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<p>Importantly, accomplished CTE instructors also use assessment data to strengthen advocacy efforts and communicate with stakeholders on behalf of their students. For example, a teacher might employ winning results at a career and technical student organization competition to convince business and community partners that their financial investment has proven successful and that additional resources would allow students to become even more productive. Instructors publicize examples of high performance on industry-recognized assessments to validate stakeholder grants and attract further resources for CTE programs. Teachers use the data they gather about student performance to support articulation and dual credit agreements as well. For instance, a teacher may share aggregated assessment results and student outcomes with postsecondary institutions to help demonstrate that instruction in his class meets the same challenging requirements as a comparable college course. Educators utilize assessment data to foster their students’ educational goals by advancing the continued growth and improvement of CTE programs.</p> <p>While districts and states may mandate specific assessments, accomplished CTE instructors select, modify, and design their own examinations as well. As with all aspects of their teaching practice, CTE instructors collaborate with internal and external stakeholders to enhance their students’ educational experience. Teachers implement a variety of assessment methods based on the attributes of the content being measured and the characteristics of the students taking the measurements. Educators evaluate student learning carefully and consistently to help students gain insight into their skills and abilities in relation to industry guidelines and academic standards. Accomplished teachers utilize measurements to nurture student learning, analyze their teaching practices, and advocate for their programs. Most importantly, CTE instructors use assessments to achieve productive educational outcomes, ensuring that the assessments they administer serve their students well by helping them attain their postsecondary goals.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished teachers of English language learners employ a variety of practices to assess their students appropriately. They use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.</p>	
<p>Accomplished teachers of English language learners view assessment as an integral part of instruction benefiting both the student and the teacher. While recognizing an obligation to prepare students for high-stakes assessments, teachers know that assessment of student understanding and progress is a daily, informative process at the heart of student-centered teaching, and they are adept at using multiple evaluation methods to interpret student understanding and use of language. Teachers employ assessments for a variety of purposes. For example, teachers use assessments to determine appropriate placements of students in an English language proficiency level for instruction. They use content-based assessments and students’ self-assessments to monitor students’ learning and to inform instruction. In addition, teachers use assessments to determine appropriate services for students who may have special needs, including those identified as gifted and talented. As appropriate, teachers communicate assessment results clearly and regularly to students, families, professional colleagues, and community members.</p> <p>Variety in Assessment Techniques</p> <p>Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies, both formal and informal, and use them to gauge students’ progress. Teachers know that linguistically and culturally diverse students often have skills that will not emerge in unfamiliar or uncomfortable settings or during certain evaluations. Teachers address the potential for cultural bias in assessment materials and practices when evaluating their validity. Teachers, therefore, do not rely on any single method of measuring student achievement. They frequently give students opportunities to demonstrate progress in a variety of ways that traditional assessments might inhibit. Teachers understand, for example, that performance-based assessments may have special utility for linguistically and culturally diverse learners. Teachers might provide students with opportunities to display their knowledge through authentic assessments that measure student progress in real-world contexts. Teachers know under what circumstances to assess students in their primary language, and they secure the appropriate resources to do so. Teachers also recognize that students at beginning levels of proficiency are sometimes hesitant to respond verbally to questions posed in the classroom, and</p>	

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therefore, at times, arrange for students to confirm their understanding in ways that do not require public oral responses. For example, teachers might ask students to point to depictions of objects or scenes teachers describe, draw pictures indicating their understanding of words, or follow verbal directions while writing on the board. When appropriate, teachers create their own tools for assessment that might incorporate students' daily class work, artwork, or exhibits, and might feature a wide range of technological enhancements. Assessments for elementary school students, for instance, might include dramatic performances in which students interpret or reenact stories. A teacher might ask high school students studying media to examine propaganda in television commercials, discuss similarities and differences among advertisements analyzed by classmates and, as a group, write and film a new commercial showcasing specific propaganda techniques. Teachers seek good matches among students' abilities, instructional goals, and assessment methods, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

Initial Placement Assessment

Accomplished teachers know how to analyze and interpret assessment data, teacher observations, and other information to determine students' appropriate placement in an English language proficiency level and to ensure that students receive instructional services that meet their needs. Teachers work with other professionals to confirm that English language learners are placed in appropriate content-area courses that enable them to succeed in school and allow high school students to earn credits toward graduation. Teachers pay particular attention to students' development in each of the five language domains. Teachers may recommend additional assessments to confirm a student's proficiency level, and, as necessary, may recommend changes in instructional services.

Accomplished teachers understand the value of assessing students in their primary languages at the time of their initial enrollment in school. Even if they do not speak the student's primary language, teachers know that assessment data in the primary language can provide valuable information regarding a student's literacy level. When no formal primary language assessment is available, teachers devise informal ways to ascertain a student's level of reading and writing in the primary language, such as having the student write about a picture. Teachers may advocate for students to be assessed in their primary language in such areas as mathematics to verify proper placement in content classes based on students' knowledge of the subject rather than solely on proficiency in English.

Assessment to Guide Instructional Practice

Accomplished teachers, sometimes with the assistance of students, set high yet realistic goals using assessments meaningful to the academic, social, and motivational needs of their students. To achieve these goals, teachers construct formative and summative assessments. Informal, formative assessments can be as

simple as comprehension checks or listening and reading comprehension tests, whereas summative assessments include end-of-unit tests or cumulative projects. Teachers might incorporate online quizzes that are automatically graded and provide immediate feedback to allow students and teachers to reflect on student progress and plan future lessons. Student portfolios might serve simultaneously as formative and summative assessments. As a formative assessment, a portfolio might help both the teacher and the student determine how to strengthen the learning process; as a summative assessment, a portfolio could establish insight about a student's language proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

Accomplished teachers regularly assess students' language performance to gain perspectives on their ability to apply newly learned language skills in a variety of settings and to guide decisions about how to proceed with instruction. Teachers may tailor assessments to the linguistic needs of varied populations of English language learners. They monitor students' readiness to grasp new ideas and their ability to use language fluently and accurately to communicate understanding. Teachers note and analyze both the form and content of students' responses and the processes by which they approach tasks, solve problems, and synthesize and evaluate knowledge. When appropriate, teachers assess students' knowledge of the foundational components of English and content-specific language, and they use assessment data to help students access content-area information. Teachers evaluate the willingness of their English language learners to take risks with new vocabulary, grammar, and discourse structures. In assessing students' writing, for example, teachers might evaluate students' ability to use complex clauses, academic word families, transition words, and larger rhetorical structures. Accomplished teachers might collaborate with content teachers to create or use available content-area assessments, both formal and informal, to assess English language learners at diverse proficiency levels. They might also encourage the use of primary language assessments, as appropriate. On the basis of their findings, teachers anticipate how to proceed with individual students as well as with groups as a whole.

The information teachers gather through assessment allows them to reflect on the effectiveness of their instruction; teachers design, implement, and assess their instructional programs in a cycle of instruction, review, modification, and evaluation. Effective assessments indicate when teachers should move forward with instruction, when they should refine instruction or re-teach, and when they should provide students with additional exposure to language and opportunities to use language meaningfully. This continual examination of instruction enables teachers to maximize student learning.

Assessment of Student Progress in the Five Language Domains

Accomplished teachers develop and use appropriate instruments to assess students' facility with specific language features in the five language domains of listening, speaking, reading, writing, and visual literacy. Teachers then monitor students'

ability to incorporate these features into their language use, and they routinely provide feedback to students about their progress. Teachers implement specific techniques to evaluate students' work and performance and to record assessment information.

Listening

Accomplished teachers select and implement listening assessments appropriate to students' English proficiency levels. Teachers assess the ability of students at beginning levels of English proficiency to understand sounds and spoken words and phrases; to understand reduced forms of daily speech such as gonna, wanna, or kinda; to answer inferential questions; and to recognize important facts and take notes from short discussions on a variety of topics. At more advanced levels, students respond to listening passages of increasing length and complexity. Teachers might use texts that ask students with beginning levels of English proficiency to recognize pictures that correspond to spoken words or phrases, to respond physically to directions, and to listen to narratives with accompanying illustrations and then retell what occurs. Teachers might ask students at advanced levels of English language proficiency to listen to a range of topical materials, such as broadcasts of great speeches by United States presidents or other popular leaders, as well to listen to debates and political forums.

Speaking

Accomplished teachers systematically assess students' oral language development through structured conversations or formal assessments. Examples of appropriate assessments for students with beginning levels of English language proficiency might include oral cloze tasks or picture-sequencing activities which ask students to discuss the arrangement of pictures portraying a sequence of actions. Appropriate assessments at intermediate levels of English language proficiency might have students explain the steps to a familiar process or describe the events of a significant occurrence. To determine the language proficiency of students who have developed oral fluency, teachers might use a class-created rubric to assess students' knowledge and use of word prefixes, inflectional endings, modal auxiliaries, pronoun references, and transition words in skits or presentations.

Reading

Accomplished teachers assess students' reading abilities at frequent, designated intervals. Early in the school year, for example, teachers might administer assessments to determine young students' knowledge of how to use printed materials, of beginning and ending sounds, of rhyming words, and of word concepts. For older students, teachers might assess students' decoding skills; oral fluency; knowledge of vocabulary, including morphology; and reading comprehension. Assessment of reading comprehension might include students' knowledge of the structure of diverse types of texts, both fiction and nonfiction, and of literary

elements such as metaphor, as well as their ability to understand complex sentences and pronoun referents; to identify main and supporting ideas; to contrast fact and opinion; and to use inferences, summary, and analysis.

Writing

Accomplished teachers assess students' writing to help English language learners produce their best writing and gain language proficiency. To assess the writing skills of English language learners and support their writing development, for instance, teachers might incorporate tasks that include prompts as well as relevant grammatical reminders, word banks to help students with lexical choices, discourse suggestions providing tips on rhetorical structure, or cloze activities that require students to fill in blanks with words that have been deleted from stories or other texts. Accomplished teachers, often along with their students, are adept at creating and using both holistic and analytic rubrics to evaluate students' writing. Teachers interpret writing assessment data in the context of their understanding of each individual student and their evaluations of the accomplishments of the class as a whole and adjust their instructional plans, pace, and objectives accordingly.

Visual Literacy

Accomplished teachers assess students' ability to understand, analyze, and evaluate visuals for meaning, relevance, and context. They assess students' vocabulary, grammar, and discourse in speech and in writing when interpreting the visual, and their ability to produce or use visuals appropriate to purpose and audience. Teachers are mindful of students' English language proficiency when assessing visual literacy. During a shared reading lesson, for example, early childhood teachers might invite students to choose illustrations from a story to predict what happens next. To assess students' personal and critical responses to visual representations, secondary teachers might ask students to view a series of images and use a concept map to communicate the underlying meaning and intent of the images.

Substantive Feedback to Students

Because accomplished teachers know that well-stated and appropriate feedback can boost students' confidence and inspire their commitment to learning, they provide clear, timely, and constructive feedback to students, reinforcing students' growth, highlighting their improvements, and celebrating their accomplishments. Teachers affirm for students that feedback is both helpful and necessary to learning a new language. Teachers who identify misconceptions and gaps in students' knowledge of academic language, for example, might work with students to determine a course of action for improvement that incorporates a logical progression of manageable instructional steps. In the teaching of writing, rather than addressing a wide spectrum of tasks, a teacher might stress specific skills on which a student needs to focus, such as subject-verb or pronoun-referent agreement, the proper placement of adjectives and use of articles, or the construction of plurals and question forms.

Teachers acknowledge the benefits of the judicious use of well-structured peer evaluations and instruct students on how to assist classmates with assessment and feedback. For example, a teacher might acquaint students with the purposes and practices of peer feedback by showing a video of students working in collaborative groups, asking students to analyze the language skills they observe, and introducing rubrics or checklists students then use constructively to critique their classmates' language learning. Teachers recognize that purposeful feedback, one component of a range of effective assessment strategies, provides students with important perspectives on their own language learning.

Student Self-Assessment

Accomplished teachers encourage students to set high goals for themselves and teach them how to evaluate their own progress toward English language acquisition. Teachers know that developing their students' capacity for self-assessment enhances students' decision-making skills; promotes their ability to discern connections between classroom activities and real-world experiences; and fosters their growth as independent, reflective learners of English. Knowing that student self-assessment elicits valuable information that teachers can use to make instructional decisions regarding students' English language development, accomplished teachers provide individual and group feedback that models language skills students need to self-assess and self-correct and guides them in adjusting their learning strategies. Teachers, for example, might instruct students in creating their own rubrics to evaluate specific aspects of English. Teachers clearly communicate their expectations for students' language learning so that students can judge how well their work meets those expectations. Teachers therefore help students define and understand their linguistic progress and motivate students to take responsibility for their own language learning.

English Language Proficiency Assessment

Accomplished teachers understand the purpose of proficiency assessments with regard to current local, state, and federal guidelines for monitoring the progress of students' English language development. Teachers collect and analyze data from formal sources. They know how to examine such assessment instruments critically and understand their uses and limitations in the practice of informed teaching. Teachers are knowledgeable about the psychometric properties of standardized tests when administered to English language learners, including large-scale, content-based assessments; academic language proficiency assessments; reading placement tests; and formative instructional assessments. Teachers are also involved in interpreting language proficiency assessment results as they pertain to the reclassification of students' English language proficiency. Aware of which students may be ready to exit language support programs, teachers carefully monitor these students' language proficiency assessment results. Teachers collaborate with content teachers, guidance counselors, and others to share current information when students are reclassified as no longer in need of language support. If

reclassified, students are eligible for

accommodations on state content-area tests; as necessary, teachers advocate for these students to receive appropriate accommodations.

Standardized Content Assessment

Accomplished teachers work collaboratively with school staff to confirm the eligibility of English language learners to participate in content-area assessments and ascertain that students are assessed fairly. Teachers understand test validity and reliability and are able to explain to colleagues how these concepts relate to the unique features of evaluating English language learners. Additionally, teachers examine content-area assessments in collaboration with content teachers to determine where students might have difficulties and to identify key words that English language learners need to know.

Understanding the influence accommodations have on student outcomes and on test reliability, teachers of English language learners collaborate with content-area teachers, educational specialists, counselors, and others to ensure that students have accommodations that address their needs without compromising an assessment’s validity. Teachers are aware of current research on the efficacy and appropriateness of accommodations on assessments as well as state and local policies regarding accommodations available to their students. Teachers therefore collaborate with colleagues to select testing accommodations. For example, they recognize the inappropriateness of providing bilingual dictionaries as an accommodation for students not literate in their primary language and suggest other appropriate accommodations.

Assessment for Special Purposes

Accomplished teachers make certain that English language learners receive appropriate assessment and identification for a variety of programs and services and advocate for the proper assessment and placement of all students. Teachers ensure that they are part of the early intervention process when a student is in need of academic intervention. In advocating for appropriate referrals for English language learners, teachers adhere to local, state, and federal guidelines concerning the assessment of students with special needs. Teachers help administer and monitor the efficacy of interventions for students at risk of academic difficulties. After academic interventions are fully administered and monitored, teachers work as part of a team to determine whether students should be assessed for special services, recommending assessment in primary languages as appropriate. They advocate for the fair assessment of their students regarding placement in special education and ensure that the analysis of assessment results reflects their students’ status as English language learners.

Furthermore, teachers advocate for their students to receive access to gifted and talented programs. Accomplished teachers realize that English language learners may be underrepresented in gifted and talented education, and they assist in identifying potential students for such programs, helping colleagues recognize when an English language learner makes extraordinary academic progress that might not be immediately noticed because of limited language proficiency. When students are considered for special needs placement, including gifted education, teachers collaborate with other professionals at their school to provide insights on students' progress in the acquisition of English. They advise colleagues about such background variables as the student's level of proficiency in the primary language, amount of prior formal education, and cultural factors that might affect learning. In all cases, teachers advocate for appropriate actions to meet their students' needs as English language learners.

Substantive Assessment Information for Families and Others

Accomplished teachers are skilled at presenting, summarizing, and interpreting assessment data from a range of evaluative tools in meaningful and valid ways to various audiences, ensuring that all information is clear, understandable, and connected to instructional goals. Teachers use assessment results to provide frequent, specific information to professional colleagues, families, school officials, and other decision makers about each learner's progress and performance. To that end, teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs. Teachers communicate assessment information to families, for instance, about students' accomplishments, successes, and needs for improvement as well as ways to attain higher goals. They elicit parents' insights about their children's interests and ways to motivate them, and teachers respond thoughtfully and thoroughly to parents' concerns. Teachers know that such efforts encourage involvement and promote family input into the educational process by providing families with opportunities to evaluate program effectiveness and to help determine future directions for improved instruction. (See Standard III—Home, School, and Community Connections.)

Reflection

Accomplished teachers reflect on their strong foundation in assessment, as it applies to language testing, and their use of all available assessment data to inform daily classroom activities and provide students with access to content and educational opportunities. Teachers reflect on multiple evaluation methods to interpret student understanding and use of language and choose those evaluation methods that provide the most valuable information about students' learning and English language development. Teachers reflect on the effectiveness of their instructional decisions, using information gathered from students' progress and from lessons to set high,

<p>worthwhile goals for student language and content learning and to design instructional strategies appropriate to students' needs. Accomplished teachers think carefully about the best ways to provide clear communication to students, parents, colleagues, and the educational community regarding the purposes and results of assessments.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD X: Assessment</p>	
<p>OVERVIEW: Accomplished English language arts teachers create and select valid assessment tools as part of an ongoing process of monitoring and evaluating student learning. Teachers use assessment results to provide meaningful feedback to students, engage students in self-assessment, shape instructional decisions, and communicate to various stakeholders.</p>	
<p>Accomplished English language arts teachers firmly believe that the ultimate goal of assessment is to improve student learning, and they expertly use assessment results to guide instruction. Teachers know that assessment can take many forms and serve multiple purposes, and they are skilled at creating, selecting, and analyzing appropriate assessments as well as sensitively communicating the results to students, parents, and other stakeholders. Teachers understand that valid, high-quality assessments are a powerful resource for teachers to use when reflecting on student progress in order to improve instruction and student learning.</p> <p>Accomplished English language arts teachers use a variety of assessment tools to identify the strengths and needs of individual students as well as the overall range of abilities and background knowledge of all the students in a class. Accomplished teachers continuously monitor what students know and are able to do. They understand that assessment is never simply something that is done at the end of a unit of teaching, but rather a method of determining what students know at any given moment, what students are ready to learn next, and how teachers need to differentiate instruction for small groups and individuals.</p> <p>Accomplished English language arts teachers empower students to use assessment as a tool that they can use to take responsibility for their own learning. Accomplished teachers also help students perceive how assessment functions in real life, in both physical and digital environments. They help students see that the number of hits or postings on a website can be interpreted as an evaluation of the success of that site, and that a job interview is a type of assessment.</p> <p>Types and Purposes of Assessment</p> <p>Accomplished English language arts teachers understand that although assessment is often associated primarily with high-stakes tests, assessment actually incorporates a broad range of formative and summative tools that are applied and interpreted over time. Accomplished teachers realize that both basic types of assessment are necessary</p>	

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<p>for sound instructional decision making. Accomplished teachers recognize that assessment is a recursive process that involves identifying initial learning goals, matching assessments to those goals, administering assessments, analyzing results, and setting new learning goals. (See Standard IV— Instructional Design and Implementation.)</p> <p>Accomplished English language arts teachers know that formative assessment takes place during student learning and that it may include such tools as teacher observations, questioning for understanding, exit slips, journal entries, quizzes, checklists, homework assignments, and student self-assessments. The primary purposes of this type of assessment are to gather information to make instructional adjustments and provide regular feedback to students.</p> <p>Accomplished English language arts teachers understand that summative assessments generally come at the end of a unit, term, or year. These assessments can include products such as tests, portfolios, polished essays, formal speeches, and multimedia projects as well as district benchmark tests. Accomplished teachers understand that the purpose of summative assessment is to determine student proficiency in achieving established learning goals to correct misunderstandings and extend learning.</p> <p>Accomplished English language arts teachers understand that the purpose of local, state, and national assessments is to measure students’ acquisition of knowledge and skills in relation to established standards and norms. Teachers realize that these tests often have high stakes; they may be used to rate teacher and school performance or rank students in terms of college eligibility, and may even determine whether students can graduate from high school.</p> <p>Selecting and Administering Assessments</p> <p>Accomplished English language arts teachers make fairness a high priority in assessment. They realize that fairness in assessment is based on the clarity and consistency of learning goals, the validity of assessment techniques, the soundness of feedback and evaluation criteria, and the clarity of communication about assessment. Fairness also involves matching assessment tools to students and conducting assessments over a period of time to obtain an accurate determination of students’ knowledge and skills. (See Standard II—Fairness, Equity, and Diversity.)</p> <p>Accomplished English language arts teachers translate curriculum standards and expectations into clear student learning progressions because they know that students thrive when directed by comprehensible learning goals and assessment criteria. Accomplished teachers begin the assessment cycle by identifying expected student learning outcomes and by considering how students will demonstrate mastery of those goals. Accomplished teachers initiate the assessment cycle at the beginning of a course, unit, or area of study to determine where students are as individual learners. A teacher might, for instance, ask students to complete reading or writing surveys to determine their interests and attitudes. Additionally, teachers may administer</p>	
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diagnostic tests or examine national or state test scores as ways of gauging the range of student ability within a particular class. If data is available, teachers might look at expected growth models for students to set individual student goals.

Once desired learning outcomes have been identified, accomplished English language arts teachers design or select valid formative and summative assessments and determine when and how to administer these assessments. Teachers understand that assessments inform deliberate planning, ensuring that all the activities and instructional strategies lead to the desired goals. Accomplished teachers understand that teacher-designed assessments, student self-assessments, and mandated, external assessments together provide a clear picture of student learning; therefore, teachers do not rely on only one form but rather balance various types of assessments. Accomplished teachers consistently collaborate with students and colleagues to design and select valid assessments for specific purposes and needs.

Because they command a wide range of assessment instruments, accomplished English language arts teachers know how to align appropriate assessment tools with the goals of the English language arts curriculum. For example, a teacher may use selected-response items to determine whether students can identify literary devices, but extended-response items to determine whether students can interpret the way the devices are used in a particular poem or novel. Accomplished teachers also use their knowledge of assessment tools to give students choice in how they exhibit their learning. For example, to demonstrate proficiency in argument, a student might be given the choice of creating a public service announcement, writing a letter to the editor, or delivering a speech. Accomplished teachers offer strategic choices based on their knowledge of their students' needs and the diverse ways of meeting those needs. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers apply clear criteria for success to both individual and group performance. Assessment criteria such as rubrics, models, and checklists can be used to monitor progress toward a goal and evaluate whether a student has reached that goal. Whether they are assessing skills or products, accomplished teachers develop criteria that lucidly and concisely communicate to students the expectations for quality and proficiency. To familiarize students with the nature and use of assessment criteria, teachers might provide samples that represent a range of performance levels and ask students to develop and apply appropriate criteria to score and then rank the products or performances. For example, teachers could provide sample essays for students to score in order to calibrate their understanding of the scoring criteria. Accomplished teachers understand the special issues of fairness related to assessing student performances or products that have been created collaboratively, and teachers balance the need for individual assessment against the performance of the group.

Accomplished teachers assess student engagement in the midst of a lesson, gauging student learning and looking out for teachable moments. Teachers phrase questions that uncover student understanding or confusion, then build on understanding and

clarify confusion, and subsequently follow up with more questions. Teachers monitor group work by listening to conversations and posing questions to help students clarify their thinking. Teachers use evidence from their observations to modify instruction in the moment and plan for the future.

Accomplished English language arts teachers understand that students, teachers, and schools are accountable for student performance on districtwide and statewide tests, and accomplished teachers meet this responsibility in creative and innovative ways. They understand the formats of all mandated tests, and they ensure that the process of preparing students for external assessments provides opportunities for significant learning. Accomplished teachers analyze released tests for the skills that are being assessed and ensure that those skills are addressed in a variety of learning contexts. Accomplished teachers know how to prepare students for mandated assessments. They integrate test preparation with their regular instruction and learning goals by teaching important content and skills along with testing strategies. For instance, teachers may have students work in pairs or groups to analyze and then respond to a test prompt for an on-demand writing assessment, thus incorporating listening, speaking, and critical-thinking skills with writing skills. Students might read, discuss, and score model essays and compare their scores with the scored benchmark. Students might then draft their own responses to the same prompts and compare their essays with the models. Accomplished teachers are sensitive to the effects that high-stakes testing can have on early adolescents and young adults. Teachers work to keep testing anxiety at a healthy level by helping students understand that the pressure to perform tasks is a part of life beyond middle and high schools and by teaching them ways to control and use stress productively. Teachers realize that their students need to perform proficiently on high-stakes assessments, but accomplished teachers seek to provide enriched instruction that goes beyond mandated requirements and that promotes the growth of the whole student. (See Standard XI—Collaboration and Standard XII—Advocacy.)

Interpreting and Using the Results of Assessment

Accomplished English language arts teachers communicate explicitly to students and parents about the ways in which students will be assessed, including the expectations for proficiency. Clear feedback and evaluation then help teachers and students adjust their approaches to improve student learning. Accomplished teachers understand and help others see that assessment is an important step in building a solid foundation for learning.

Accomplished English language arts teachers realize that an assessment provides insight into student performance at a given moment; therefore, they collect, analyze, and compare data over time, looking for significant patterns and trends. Teachers also know that assessment of student learning takes many forms, and they do not make judgments about students on the basis of any single assessment. Rather, teachers analyze data from many different assessments to build a comprehensive, multidimensional picture of each student's abilities, achievements, and needs.

Teachers frequently compare their assessment findings, employing the results of one method to cross-check the accuracy and validity of another. Accomplished teachers analyze data across the class to determine whether individual students and the class as a whole mastered the skills and knowledge being assessed. Accomplished teachers realize the importance of engaging in continuous reflection, alone and with colleagues, about the data collected from assessment. (See Standard XI— Collaboration.)

Accomplished English language arts teachers know how to analyze and interpret data from standardized testing programs, and they know how to use that information to design, evaluate, and modify their English language instruction. When possible, teachers work with specialists outside the classroom to ensure that mandated evaluations are consistent with the vision that frames instruction and assessment in the classroom.

Accomplished teachers communicate regularly with students about assessments and their results. They may discuss how to interpret a variety of assessment results and how to understand rubrics, checklists, scores on standardized tests, and other assessment tools. Accomplished teachers provide clear, descriptive feedback to students about their performance. They understand the motivational benefits of acknowledging students' strengths, and they ask thoughtful questions to prompt students' thinking about how to improve or expand their work. When appropriate, teachers allow students to respond to feedback by revising, retesting, or rethinking. Teachers allow students structured opportunities to reflect on their work, such as writing letters explaining what they accomplished on an assignment and identifying areas for growth.

Accomplished English language arts teachers understand that the process of converting formal and informal assessment data into grades involves complex judgments. They have sound and consistent rationales for their grading systems, which they can clearly convey to students, parents, and other stakeholders. To create a more nuanced picture of student achievement than a single grade can convey, accomplished English language arts teachers prepare reports of their evaluations that clearly communicate to students, parents, other teachers, and administrators the kind and quality of progress that students are making. Teachers use a range of communications technologies to provide parents with meaningful feedback about students' English language arts progress. This feedback includes showcasing and examining student work in light of clearly defined performance standards. Accomplished teachers can articulate to students, parents, and community members the meanings of standardized tests results, and teachers assist students and parents in seeing academic growth from year to year.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in assessing students because it is key to understanding what their students know and can do. They

<p>understand the need for consistency in the goals and forms of assessment and the need for varied assessments for different purposes, and they recognize when their assessments do or do not match their instructional goals. Teachers make sure that their assessments effectively communicate student understanding and performance to multiple audiences. Teachers seek out different avenues to keep various stakeholders well informed about the purposes, methods, and results of assessment.</p> <p>Accomplished English language arts teachers question whether an assessment was appropriate for a given purpose. They systematically reflect on their ability to design appropriate spontaneous and preplanned assessments and collect assessment data. Accomplished teachers reflect on the instincts they rely on to notice and capitalize on a teachable moment. They might use data collected from videotaped lessons, peer observations, teacher or student logs, or quick checks for student understanding, such as head nods, individual whiteboards, or student-response systems, to evaluate the extent to which in-the-moment decisions positively impact student learning. Accomplished teachers also scrutinize their summative assessments to make sure they measure intended outcomes and accurately portray what students know and can do.</p> <p>Accomplished English language arts teachers review available evidence to determine the extent to which assessments are appropriate, fair, and able to yield rich information about students. For example, if most of the students in a class missed a particular question on a test or scored poorly on a given domain in a rubric, an accomplished teacher would examine the problematic item or domain for clarity and validity. If the teacher determined that the problem lay in the assessment, the teacher would revise or replace it. If the assessment was clear, the teacher would consider how best to address the related skill or knowledge in instruction so that students could be successful in the future. In some cases, an accomplished English language arts teacher might notice that a subgroup of students did not perform as well as the rest of the class. The group might not have completed a part of an essay or might have completed it with poor or mediocre results. An accomplished teacher might respond to this situation by pulling students together in a small group for additional instruction or by tailoring the assignment directions to the group of students who experienced difficulty to help them do better on the next assessment.</p> <p>Accomplished English language arts teachers do not just reflect about negative assessment results. When assessment shows that students are successful, teachers reflect on how to celebrate and build on this success. Teachers ponder whether to stay the course, increase the pace of instruction, or raise the level of challenges posed by instruction.</p> <p>Accomplished English language arts teachers critically examine their practice on a regular basis to evaluate how their assessment practices can be improved. They participate in professional development and other educational experiences to improve their understanding of assessment. They seek out ways to organize and interpret data from a variety of assessments, at the state and national levels and in the classroom.</p>	
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Accomplished teachers reflect on ways to improve assessment practices, such as engaging in discussions and advocacy to promote effective assessments.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD V: Assessment</p>	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs design, select, and use a variety of assessments to obtain accurate, useful, and timely information about student learning and development and to help students reflect on their own progress.</p>	
<p>Accomplished teachers recognize that the assessment and evaluation of student progress must be a continuous process, not an occasional event. They have a comprehensive view of assessment that encompasses a range of formal and informal evaluation methods, such as screening and pre-assessment services, progress monitoring, observation, and remediation and outcome assessments.</p> <p>Teachers Use Diverse Assessment Methods for a Variety of Purposes</p> <p>Accomplished teachers view assessment as a tool for measuring progress, defining realistic goals, determining appropriate placement options, and helping students understand their strengths and needs. Their emphasis on student growth requires the knowledge and use of a wide range of assessments, such as norm- and criterion-referenced assessments, formative and summative assessments, and formal and informal assessments. Through such assessments, teachers establish the student’s baseline performance by which progress can be monitored over time. As part of a team, teachers determine student eligibility for special services and evaluate student access to and participation in the general education curriculum. Teachers draw conclusions about student needs as they interpret assessment results and align the student’s individual goals and learning objectives with the data collected. Teachers recognize that assessment instruments and procedures serve different purposes and are careful to use the appropriate data when making decisions regarding students. Teachers adeptly use multiple evaluation methods, both formal and informal. Where appropriate, teachers select and use standardized assessment instruments and interpret the results clearly and accurately. Teachers also evaluate student progress through observation and questioning and frequently develop their own informal assessment tools, which might include journals, portfolios, demonstrations, exhibitions, or oral presentations. For students in early childhood, for example, a playtime assessment might be effective. To measure learning for some students, performance-based assessments, such as writing a play or creating a piece of music might be appropriate. In using assessment data as a basis for decisions about instruction, teachers view their findings not only as indicators of student understanding and progress, but also as a means of reflecting on their own practice.</p>	

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

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

Teachers acknowledge the limitations of certain evaluative instruments that may reflect linguistic, cultural, or economic bias and therefore make appropriate choices for accurate and realistic assessments. Students who are learning English as a new language may need diagnostic materials in their native language. For students whose exceptionality dictates a mode of communication other than spoken English, assessment strategies may require modification or the use of alternative instruments, and results may require special interpretation. A student who is deaf, for example, might need assistance in clarifying the meaning of a written response structured in the phraseology of American Sign Language. A student who is visually impaired might require environmental accommodations and modifications. A student with limited verbal communication skills may need to be assessed using a nonverbal instrument. When appropriate tests or other assessment instruments are not available, teachers employ creative strategies to derive valid measurements of student achievement.

Accomplished teachers measure student progress when students move from one instructional environment to another to determine whether the settings support student achievement. Assessments over diverse learning contexts range from informal observations that result in immediate adjustments to formal diagnostic

measurements that teachers consider in light of long-term goals. Teachers document learning and growth within the varied contexts of academic, social, and work environments. They conduct assessments as students move from early intervention programs to school, from elementary to middle school, from special to general education, or from school to work-related environments. Secondary teachers continue appropriate assessments to help students succeed beyond school environments into vocational programs, community-based and job settings, or institutions of higher learning. Teachers anticipate how students may respond to changes in learning environments and provide assessment information to help students, all service providers, and families achieve successful transitions.

Teachers Collaborate in the Assessment Process

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

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

Familiar with the benefits and limitations of different instruments and procedures of evaluation, these teachers carefully match assessment techniques to students' developmental levels and to the particular attributes being assessed and then judge the appropriateness of the techniques in the context of students' educational goals. Teachers of students who are blind and visually impaired, for example, might collaborate with diagnosticians and school psychologists to plan assessments of developmental skills and academic functioning that yield useful, meaningful

<p>information specific to students’ exceptionalities. When diagnostic assessments have been concluded they participate in meetings with appropriate staff members, family members, students, and others to interpret the results and explain their implications. They may also conduct workshops and training sessions to keep staff abreast of advances in student and program assessments. In such ways accomplished teachers fulfill their role as specialists or consultants in purposeful assessment.</p> <p>Accomplished teachers welcome and include students and families in the assessment process. Families and teachers work together to develop and monitor individual plans for students and to assess student progress toward mastery of particular goals or objectives. Family involvement is important in helping teachers understand how students function at home and in the community. Teachers join with families to create effective communication systems to provide each other frequent and substantive information about student progress. Such options as regular meetings, telephone appointments, electronic communications, daily journals, home visits, video conferences, and other strategies mutually reinforce learning at school, at home, and in the community.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD V: Assessing Children’s Development and Learning	
OVERVIEW: Accomplished early childhood teachers use assessment to support and guide young children’s development and learning.	
<p>Accomplished early childhood generalists assess and document young children’s development and subject matter knowledge. Assessment is a process through which teachers learn about children’s social, cognitive, linguistic, physical, and emotional development by gathering and interpreting information. They ensure that assessment practices fairly and equitably focus on children’s emerging capabilities. Teachers set clear purposes for assessment, systematically and efficiently employ a variety of developmentally appropriate assessment tools, and accurately interpret assessment data. They use assessment results to guide teaching and learning, a process which includes communicating assessment results in meaningful ways to children, families, and colleagues, and includes setting instructional goals.</p> <p>Accomplished early childhood teachers make assessment a daily, ongoing activity that is embedded in the routines of teaching and learning. They know that assessment draws on insights from beyond the classroom. Teachers observe children throughout the educational environment and incorporate the observations of families and colleagues such as school psychologists, nurses, occupational therapists, social workers, and counselors. Teachers use what they learn from assessment as they plan and implement instruction.</p> <p>Setting Clear Assessment Purposes</p> <p>Accomplished early childhood teachers clearly articulate their purposes for assessment. They ensure that assessments capture information about the whole child for an array of educational purposes such as documenting children’s achievement, evaluating the curriculum, and improving instruction. Teachers collaborate with young children and families when articulating learning goals and following the child’s development in light of those goals, and they use well-defined purposes as a foundation for the assessment process.</p> <p>Accomplished early childhood teachers purposefully focus on young children’s development and their emerging subject matter knowledge. To develop a comprehensive picture of a child’s social relationships, modes of learning, use of language, family priorities and resources, strengths, and any possible concerns, teachers collaborate with the child’s family and other professionals in addition to relying on their own data. Because they know that children’s development is not</p>	

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linear, teachers attend to changes in the ways children think and behave over time. They trace the ways in which children engage in cross-disciplinary practices such as experimentation, problem solving, and using primary and secondary sources. Teachers stay informed about changing national, state, and local subject-matter standards, and they use these standards in combination with developmental milestones as lenses for analyzing children's progress. Accomplished teachers advocate for subject matter goals that are developmentally appropriate and meaningful.

Selecting and Using Different Assessments

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

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

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

Interpreting Assessment Data

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

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

Communicating Assessment Data

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

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

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

Using Assessment Data to Inform Teaching and Learning

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

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

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

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

<p>Addressing Issues of Mandated Assessments</p> <p>Accomplished early childhood teachers know the value and limitations of mandated assessments, which may or may not be standardized. Accomplished teachers understand that mandated tests, like all assessments, have specific purposes and that it is problematic to use them for purposes beyond those for which they were intended. Teachers realize that mandated tests may have minimal relevance for day-to-day instruction, but can be useful when a teacher is thinking cumulatively across years and across classes about the effectiveness of the curriculum. Accomplished teachers are aware of the controversies surrounding high-stakes tests, including using test data as the sole determinant for retaining young children in their current grade, and they assume an analytic stance toward the data that mandated tests provide. Accomplished teachers are able to draw on their knowledge of the test and their interpretation of the data to share well-warranted information with children and families.</p> <p>Accomplished early childhood teachers may find themselves in situations in which a program, school district, or state mandates tests that fail to reflect the full range of children’s learning and development or that are flawed in some other way. Teachers do their best to mitigate the detrimental effects of such practices. Teachers also stay informed about positive trends in the development of more comprehensive, meaningful, and constructive forms of observational and performance-based assessments for young children, and they actively advocate for changes in assessment policy so that testing practices are aligned with effective instructional practices.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD V: Instructional Decision Making	
OVERVIEW: Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.	
<p>Introduction</p> <p>Accomplished middle childhood generalists engage students within their schools and communities to build an awareness of their learning needs and determine how instruction can support these needs. The more teachers learn about their students, the more they can tailor the social, emotional, and intellectual components of their instruction to inspire students. The broad knowledge of curricula and pedagogy that middle childhood generalists have provides them with a number of resources and strategies. As they differentiate instruction and maximize students’ learning, they ensure that they honor the ways students make meaning. Accomplished teachers motivate and empower students so they can become confident and independent thinkers using multiple pathways to success.</p> <p>Accomplished teachers routinely use formal and informal assessments to gather information about what their students are learning and how they are learning it. They use data to evaluate the effectiveness of their instructional decisions and adjust their practice as needed for the success of all students. Teachers share feedback with students and their families to help students take ownership of their education and establish appropriate goals for learning. Accomplished teachers know that thoughtful reflection sets the stage for the advancement of their students’ growth and their own professional growth.</p> <p>Engaging Students</p> <p>Accomplished teachers engage students to construct meaning and build an understanding of subject matter. They help students realize that what they learn in one context may transfer to others and can extend beyond traditional subject, disciplinary, or classroom boundaries. Teachers achieve this goal by planning learning experiences that include multiple forms of representation, varied interpretation, critical reasoning, and personal reflection. These learning tasks broaden students’ inquiry, questioning, and deliberation skills so that they consider the world they live in with a greater level of insight and engagement. This type of meaningful, student-centered learning occurs when teachers guide students through experiences that challenge their perspectives, knowledge, abilities, understandings, and</p>	

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dispositions.

Accomplished teachers are adept at using responsive instruction to address the diverse needs of students in their classrooms. They make purposeful efforts to become acquainted with students and their families. These teachers also share their own interests and motivations, modeling active involvement in learning while building trust and personal connections with their students. Attuned to each student’s uniqueness, teachers design activities with careful consideration of students’ strengths, interests, and individual learning preferences to support the learning needs of all students. (See Standard I—Knowledge of Students.)

Accomplished teachers make learning interactive, challenging, and enjoyable by providing the accommodations and support systems that students need to be successful. They adapt their lessons to address unforeseen developments or to pursue the enriching, rewarding paths opened by class discussion. They vary their instructional approach based on students’ dialogue, performances, or understandings and misconceptions; they adjust the pace, structure, and focus of instruction according to the needs of students. For example, an accomplished teacher may determine that a question posed by a student about a subject being discussed, while not directly related to the discussion, could present an opportunity to expand the topic in a meaningful way; that teacher may allow the discussion to shift in this new, unanticipated direction. An accomplished teacher purposefully incorporates learning activities that allow students to move around when they have been sitting for a lengthy period of time. The flexibility generated by varied approaches creates a classroom climate that empowers students to think about how they learn and what they can do to improve how they synthesize the knowledge that they gain. These experiences also help students take ownership of their learning and become independent thinkers who know what they must do to grow and thrive.

Accomplished teachers provide students with opportunities to confront and solve challenging instructional tasks. They foster problem solving, creative thinking, and open-mindedness to help students understand that finding the answer to a problem, correct or otherwise, is not always as important as the process of reaching the solution. These experiences stimulate thinking by requiring students to extend and expand their knowledge and reasoning.

Accomplished teachers make instructional decisions based on their assessment of the social, physical, emotional, and intellectual needs of their students. They gain knowledge and understanding of their students that informs the content they teach and the pedagogical approaches they use to motivate students. Teachers employ various approaches to topics, themes, concepts, and skills to change the pace of instruction and modify it in response to students’ needs and performances. They continuously adjust their instruction to expand opportunities for students and establish learning that nurtures and supports students’ individual strengths. By respecting the uniqueness of their students and establishing high expectations, accomplished teachers increase the engagement of all students in the learning process.

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Planning and Implementing Instruction

Accomplished teachers plan and implement instruction to meet the needs of all students, including students with exceptional needs or English language learners. They consider learning goals; the use of appropriate instructional resources; the selection of worthwhile, engaging, and challenging topics; and the employment of effective instructional strategies to develop students’ skills and dispositions.

Accomplished teachers are skilled at selecting instructional resources thoughtfully from the wide variety available. When choosing materials, they seek instructional contexts that reflect the diversity of their classrooms while making connections between their students’ lives and those of people in local and global communities. Teachers select materials that vary in several ways, including form, style, content, and point of view, to appeal to students with different backgrounds, abilities, and interests. Teachers adapt these resources as needed or seek new ones to engage all their students. They explore current and available technology as well. For instance, a teacher might display a virtual manipulative to provide a visual representation of fractions as part of a region, set, array, area model, or number line. Teachers integrate technology to investigate topics with their students in a broad manner that extends instruction in exciting and interesting ways.

Accomplished teachers share their talents and resources as they collaborate with colleagues and stakeholders in instructional planning, design, and delivery. Other educators with specific areas of expertise may serve as consultants, sharing information about a particular content area or insights on the personal histories of students, or by providing suggestions for other types of resources and strategies. For example, a middle childhood generalist may work with an exceptional needs teacher to determine the most effective teaching strategies and text modifications for a child with a learning disability. Accomplished teachers are adept at managing additional classroom personnel, such as instructional assistants and volunteers, to provide students with more individualized attention and meet the needs of all learners. Viewing the local community as an extension of the classroom, teachers may invite families and community members, agencies, colleges and universities, or businesses to help enrich curricula and enhance student learning. For example, a teacher may collaborate with the school library/media specialist or community librarian to instruct students in the use of primary sources during research; the teacher may also invite local veterans or senior citizens to share their experiences so that students can conduct interviews and create digital artifacts for future projects. Teachers understand the power of collaboration to extend teaching and learning beyond their classrooms and to build capacity in their colleagues as well as in their students. (See Standard VI—Partnership and Outreach.)

Accomplished teachers select worthwhile topics for study based on their students’ needs and interests, as well as curricular expectations. Teachers do not view curricula as limiting to their practice; they instead incorporate related topics and issues to

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extend their students' thinking, knowledge, and understanding of how the curricular goal or expectation relates to the world beyond the classroom. Middle childhood generalists understand that meaningful learning occurs when students delve deeply into relevant topics that draw on their conceptual understandings, skills, and experiences with different content areas. They plan cross-curricular learning experiences that help students understand the interconnectedness of various disciplines. Teachers may present authentic opportunities for students to experience working as, and with, artists, scientists, or other experts. For example, a teacher might link a scientist's study of current environmental challenges to particular concepts, skills, and understandings in science, mathematics and social studies. This type of curricular integration develops students' capacities to think critically and analytically while extending their knowledge and understanding of the world. Accomplished teachers consider the needs and abilities of students so that the topic of study becomes meaningful for each student. For instance, during a unit on woodland forests, a teacher recognizing the differing interests and abilities of students in the classroom may have the class identify and describe plant life in the forest while allowing one student to research the impact of acid rain on the forest ecosystem and share this study with the class. Accomplished teachers recognize the enriching opportunities that this type of differentiated instruction offers all students.

Accomplished teachers choose from a wide repertoire of pedagogical strategies to plan instruction that addresses a range of classroom needs. They provide learning activities that address the breadth, depth, novelty, and complexity of subject area content and become more challenging as students gain confidence, reach expected levels of proficiency, and mature. Further, teachers differentiate content, process, and product in ways that are appropriate to subject matter as well as to students' strengths and needs. Teachers may lead the class as a whole or encourage small groups and individuals to explore on their own at times. They alter their instructional approach based on their students' current progress toward their learning goals. For example, teachers may use demonstrations to inspire new ways of thinking; they may use direct instruction to facilitate skill learning; or they may use cooperative group work and discussion to foster creative thinking and open-mindedness.

Accomplished teachers plan for and structure learning tasks that encourage inquiry and require students to explain their thinking. They address students' confusion and misconceptions as they build their students' capacity to construct important ideas. To promote independence and help students gain confidence in their ability to solve problems, teachers encourage them to challenge assumptions, take risks, initiate projects and activities, share insights, explore the use of unfamiliar technologies, and persist in the exploration of new or challenging material. Teachers provide students with opportunities to reflect on their thinking and learning by giving them feedback gained from a number of sources, including rubrics, peer review, and personal commentaries from stakeholders and educators. These types of responses allow students to measure their work against established criteria in, and beyond, the classroom, helping them improve their future efforts. Accomplished teachers model learning as a life-long process and encourage students when they are on unfamiliar

ground. They not only plan for and teach important concepts, skills, and ideas, but also demonstrate thinking processes, problem solving, and creative thinking.

Using Assessment to Inform Instruction

Data and related information generated from formal and informal assessments represent an integral component of instructional decision making. Accomplished teachers use information from a variety of pre-assessments, as well as formative and summative assessments, to monitor students' learning and guide planning and instruction. They use assessments to analyze students' readiness, evaluate students' performances, interpret students' understandings, determine students' progress, and inform their professional practice in general. Knowing that each assessment provides different kinds of information about students, accomplished teachers carefully match the type of assessment to the knowledge and skills being assessed and to the purpose of the assessment, bearing in mind the abilities and developmental needs of their students.

Accomplished teachers analyze the assessment data they collect based on the instructional needs of their students and classes. They study assessment results and related data independently and collaboratively within and across grade levels, with students, teaching colleagues, team leaders, school administrators, and, where appropriate, with family members. This layered analysis helps teachers identify issues for individuals and groups of students to recognize trends in the data and support the educational choices they make in the classroom. They also may use assessment results to identify students with previously unrecognized learning or language problems or students with a high aptitude for learning while simultaneously monitoring the progress of all students. They develop instructional plans to improve student learning and modify those plans as needed. Accomplished teachers know the benefits and limitations of different methods of assessment and can justify the assessments and assessment procedures they select for their classes, including those employed for students with exceptional needs.

Accomplished teachers recognize the important role of formative assessment in their daily instruction, carefully monitoring students' progress and modifying instruction as needed. For example, a teacher may pre-assess students' knowledge and skills at the beginning of a unit of study or instructional period when making instructional decisions appropriate for the class. Observation of students as they engage in the learning process constitutes another critical opportunity for formative assessment.

Accomplished teachers use observation to determine students' involvement in lessons, the level of success they attain, and whether an intervention should be employed to address misconceptions or lack of prerequisite skills. Classroom conversations and interviews in which individual students or groups of students discuss their thinking also offer valuable forms of formative assessment. Accomplished teachers recognize that formal and informal conversations with families are significant components of the assessment process, while routine classroom activities such as homework, student

notebooks and journals, quizzes, portfolios, projects, and digitally-created artifacts provide other options for assessing students' understanding, expressiveness, and progress in relation to learning behaviors and curricular expectations.

Accomplished teachers assess as they teach. They observe students and ask different types of questions, noting when some children are more engaged than others. Teachers analyze multiple indicators of their students' behavior to track the success of lessons and modify instruction as needed. Teachers know students, content, and pedagogy well enough to appreciate when a lesson is not working or when students do not understand a concept; these teachers will modify or adjust instruction and approach concepts in a different manner to generate greater student success. Middle childhood generalists also show students how to use evidence generated from each learning experience to determine what they need or how they might adjust their own approaches to learning to experience greater success. In short, accomplished teachers know that formative assessment generates evidence that guides their instructional paths and their students' learning daily. The data and related information they gather on the progress of individuals, groups of students, and the class as a whole allows them to evaluate the relative success of their students and their instructional strategies and serves as a guide for improving their practice.

Accomplished teachers know, understand, and appreciate the benefits and limitations of using formative and summative assessment to assist in planning and instruction. This knowledge allows them to engage in informed discussions with students, colleagues, and families. Teachers know the importance of providing prompt constructive feedback and explicit evaluation criteria so that students can learn about their growth, development, and progress. For example, an accomplished teacher may involve students in developing the criteria for a scoring guide and review assessment data with them as well to help students establish learning goals. Teachers recognize that students who reflect on their own learning are better able to set manageable goals and develop habits that help them become more successful learners.

Formative and summative data can support an understanding of individual student performance and curricular decision making, as well as careful reflection on instructional practice. If, for example, over half the students in a grade level were unsuccessful on a state summative assessment item measuring the comparison of fractions using a number line, it would be helpful to discuss the types and amount of instruction that students received on using the number line, what changes might be needed, and the extent to which they were, and may currently be, comfortable using this representation to compare fractions. Accomplished teachers analyze data by examining how their students, schools, or districts fare from a comparative perspective; by identifying targets for improving students' progress; and by determining strategies that can be implemented to assist students. They use the analysis of assessment data to gauge students' achievement, recognizing that assessments are tools created not only for measuring students' learning, but also for guiding and supporting instruction.

Accomplished teachers help develop and implement individualized education and Section 504 plans, working cooperatively with various staff members to provide accommodations and modifications for students with exceptional needs. Teachers realize that students' needs differ and that accommodations for assessments are essential, though standardized and modified tests may be assessing similar skills. For example, an accomplished teacher may create a mathematics word problem for use as a formative assessment, then realize that a student with a reading disability may encounter difficulties demonstrating proficiency in the mathematical skill being measured. The teacher would then modify the mathematical problem by lowering its readability to the student's instructional level so that the question measures the student's mathematical skills rather than reading skills. When modifying assessments or providing additional accommodations to meet students' needs, accomplished teachers may seek additional resources from other staff members.

Reflecting on Instructional Decision Making

Accomplished teachers appreciate the value of reflection, recognizing that a deliberate study of their practice optimizes their instructional decision making. These teachers know that by undertaking this purposeful and highly individual process of self-analysis, they gain greater insight into the significance of their choices and the impact that these choices have on students' learning. Teachers recognize that their in-depth and focused efforts to review and refine their practice before, during, and after instruction help them make informed decisions about their teaching. These decisions take into consideration the engagement of students, the planning and delivery of instruction, and the utility of different assessments. Careful reflection helps accomplished teachers improve students' performances and the quality of learning experiences.

Accomplished teachers are adept at analyzing and evaluating how well-selected events and planned interactions meet their intended purposes. They are skilled at determining the degree to which their decisions sustain and support progress in students' learning by creating rich and effective educational experiences. Middle childhood generalists contemplate methods to improve upon their successes, continually considering how additional resources, knowledge, or support could further enhance each student's learning experience and each lesson's usefulness. They reflect with purpose to determine the effectiveness of their instructional decision making and to identify steps they might take to maintain success and promote their students' development. Through reflection, teachers identify, analyze, and evaluate decisions they make about learning experiences. Accomplished teachers know that their actions, whether implicit or explicit, influence their students' classroom experiences and ability to learn.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

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<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished health education teachers are knowledgeable about and are able to select, design, and implement assessment instruments to evaluate student learning and improve teaching.</p>	
<p>Teachers view assessment as an integral part of their instruction that benefits both the teacher and the student, not just as a process by which to determine grades. Every student assessment evolves from the goals and directives of the instructional program. Accomplished teachers of health education employ a variety of valid and reliable assessment strategies appropriate to both the curriculum and the learner, and they use assessment results to monitor student learning, assist students in reflecting on their own achievements, shape instruction, and report student progress.</p> <p>Assessment is a continuous process guiding teachers’ decisions. Depending on class needs and instructional requirements, teachers of health education command a wide range of assessment methods and strategies within their teaching repertoires. Teachers identify the essential knowledge and skills to be assessed in relation to health education standards, and they effectively incorporate opportunities for assessing students in daily instruction. They reshape their instructional planning to meet students’ needs, set high yet realistic goals for students, and fulfill program objectives. The assessment strategies that health educators develop emphasize organization, inquiry, concept building, and problem solving and therefore allow teachers to enhance higher-order thinking skills and creativity. Students’ abilities to apply, analyze, synthesize, and evaluate information and then to communicate an understanding of that information depends on their making connections and recognizing relationships among a range of ideas. Systematic, purposeful assessment on the part of accomplished teachers enhances achievement and facilitates a student’s ability to effectively use the knowledge and skills of health literacy.</p> <p>Familiar with the most current research and information available on assessment strategies, health education teachers understand the advantages and limitations of numerous assessment methods and tools. Teachers match methods to instructional goals and students’ abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation. Teachers design assignments that are fair and free from bias and that give students opportunities to succeed in a variety of tasks that allow learners to demonstrate their</p>	

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ability to apply health knowledge skills. Accomplished health education teachers sometimes employ diagnostic assessments to gauge where students are in the learning process, as indicators to determine what students already know.

Accomplished health education teachers employ formative and summative evaluations that take both formal and informal forms. Formal instruments might include competency tests; informal assessments might be as simple as quick, oral comprehension checks. Teachers select the form of an assessment primarily on the basis of how well it relates to classroom instruction. Thus, assessments indicate when to modify, when to revisit, when to refine, when to move forward, and when to apply learning; this continuing modification improves instruction, enabling teachers to maximize learning for all students.

Accomplished teachers utilize a variety of assessments. They might use portfolios, oral reports, projects, or examinations. They may use authentic assessments that focus on performance within the context of real-life experiences and enable students to show what they know and can do by requiring them to fulfill real-world tasks. Students, for example, might be asked to create a year’s household budget for a family of two teens with a child, indicating how to allocate limited resources to serve the health needs of each family member. When appropriate, teachers use student-generated projects for assessment, such as videotapes, demonstrations, and exhibitions. Other assessments might include role-playing, in which students demonstrate specific refusal and conflict-resolution skills when placed in scenarios where they imaginatively confront difficult situations likely to occur in their lives.

In leading students to become self-reliant learners, teachers provide regular opportunities for students to define and reflect on what they have learned. Accomplished health educators identify student learning goals, share these expectations with students, and engage students in self-assessment activities. To make assessment meaningful, teachers often seek student involvement in designing methods of assessment; they might, for example, give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers understand that developing their students’ ability to assess their own progress fosters their growth as independent, reflective learners; enhances their personal assessment of healthy behaviors; and contributes to healthy lifestyle choices.

Teachers may use technology to assess student learning and classroom instruction. For example, through electronic simulations they can evaluate the problem-solving skills of students as well as students’ ability to achieve a lesson’s goals. Students may use a number of health-risk computerized rating systems that process information about physical traits and eating habits to determine dietary and nutritional guidelines.

Accomplished health education teachers are skilled and efficient at managing assessment. Teachers employ appropriate methods for collecting, summarizing, and reporting assessment data to demonstrate that learning has occurred. Those with

access to computer technology understand how that technology can facilitate assessment, record keeping, and the reporting of assessment results. Teachers use assessment results to provide specific information to students, parents, ² other educators, and school officials about each learner’s progress.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

² *Parents* is used in this document to refer to the people who are the primary caregivers and guardians of children.

<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Assessment is included throughout the Library Media Standards. Sections from the following standards are included: STANDARD I: Knowledge of Students STANDARD II: Teaching and Learning STANDARD III: Knowledge of Library and Information Studies STANDARD V: Administration STANDARD VI: Integration of Technologies STANDARD X: Reflective Practice</p>	
<p>OVERVIEW: The accomplished library media specialist incorporates student self-reflection and self-accountability into the learning process and enhances instruction by incorporating technology, access, ethics, and organization of resources throughout the learning community. <i>Introduction section, p. 13</i></p>	
<p><i>From Standard I: Knowledge of Students</i> <i>From the Section Knowledge of the Student within the School</i></p> <p>Accomplished library media specialists may employ a variety of assessment strategies and exercise their skills as active observers to analyze the school climate. Specialists draw from this knowledge of the school environment and culture to make informed decisions to provide resources to meet students’ needs and interests. For example, after a recent increase in student suspensions related to bullying at the middle school level, the specialist may initiate a lunch discussion about a novel in which bullying is the theme. Accomplished specialists may also volunteer to mentor a student dealing with a behavioral challenge and encourage the student to work as an assistant in the library.</p> <p><i>From Standard II: Teaching and Learning</i> Designing and Developing Instruction</p> <p>Accomplished library media specialists’ knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students’ subject-matter knowledge, and enhance learners’ abilities to access and understand information.</p> <p>Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See Standard VI— Integration of</p>	

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Technologies.) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.

Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.

From Standard III: Knowledge of Library and Information Studies
From the Section Knowledge of Effective Organization and Practice

Accomplished library media specialists recognize research as a guide to practice. Specialists know how to employ evidence to guide decision making and policy formation within their learning communities. With a solid grounding in research techniques and an appreciation for conducting their own research, specialists strive to build programs that are innovative and progressive. For example, the accomplished library media specialist may use research on cognitive processing to design meaningful student self-assessments.

From Standard V: Administration
Evaluating the Library Media Program

Accomplished library media specialists systematically evaluate the library media program. Specialists recognize that evidence-based assessments are tools to support improvements in instruction and learning. By analyzing program data and assessing student achievement, specialists ensure that programs meet their missions to enable learners to use information and ideas effectively and to become lifelong learners. Knowing that assessments are ongoing and do not occur in isolation, library media specialists seek feedback from all members of their learning communities, analyze it, and incorporate it into program revision. Specialists may use technologies to generate evidence that demonstrates the impact and relevance of library media programs. For instance, the accomplished library media specialist might use an online survey tool to collect data from students and staff on their perceptions of the library media program and subsequently incorporate this information into program goals for the following year.

From Standard VI: Integration of Technologies**From the Section Using Technologies for Teaching and Learning**

Accomplished library media specialists use technologies as primary tools for differentiating instruction. For example, specialists might use the results from learning inventories and assessments to help teachers select appropriate materials and formats to meet individual students' diverse learning needs. They work to ensure that all learners are comfortable with technology and are able to use it effectively and creatively. Specialists follow the requirements of the Americans with Disabilities Act and local codes to locate and use compliant resources. For example, accomplished specialists provide assistive technologies like adapted keyboards, speech-to-text software, and screen-text enlargers to improve access to information for students with visual impairments.

From Standard X: Reflective Practice**From the Section Reflection on the Library Media Program**

Accomplished library media specialists take pride in maintaining a positive outlook, which enables them to reflect on problems as opportunities for innovation. For instance, the library media specialist, reading teacher, and classroom teachers might notice that, on assessments, some students are struggling with informational text. The team identifies specific strategies students could use, and the library media specialist incorporates these strategies into the instruction and guidance that are provided to students during research projects. Library media specialists also reflect on their own instructional practices. For example, after an unsuccessful twenty-minute demonstration on the proper care of library books in which kindergarten students become restless, the specialist might recognize that the problem involved a mismatch between the activity and the attention span of the students. The accomplished library media specialist would make necessary adjustments and revise the lesson, perhaps by shortening the demonstration or incorporating songs or finger play.

The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. This search is grounded in dedication to student achievement. Specialists strive to strengthen and expand their knowledge base and to stay current with new trends, technologies, literature, and materials. Specialists reflect on how well they attain and fulfill practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.

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<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD V: Assessment</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers use a range of ongoing formal and informal assessment methods and strategies to gather data in order to shape and drive instructional decisions; monitor individual student progress; guide student self-assessment; gather information to communicate to various audiences; and engage in ongoing reflection.</p>	
<p>Accomplished early and middle childhood literacy teachers assess what students bring to instruction, what they learn from instruction, and what they still need to learn. Literacy teachers understand that improving their teaching and student learning is the primary reason for assessing student performance. These early and middle childhood teachers continuously monitor their students’ literacy development through formal and informal assessments. Teachers’ assessment practices support and inform their instructional practices, continue throughout the school year, focus on authentic language tasks, and build on students’ literacy strengths. Teachers systematically assess student progress, using developmentally appropriate assessments and communicating their findings to students, parents, administrators, and community stakeholders.</p> <p>Accomplished teachers assess student progress jointly with the students themselves, collaborate with other professionals on assessment, and encourage parents’ active participation in the assessment process. Teachers use assessments as a way of providing students with the opportunity to monitor and reflect on their own literacy achievement. In the classrooms of accomplished teachers, students become aware of their progress in literacy development and come to think of themselves as independent learners who are capable of evaluating their own work as well as setting goals for future learning.</p> <p>Knowledge of Assessment</p> <p>Accomplished teachers understand that assessment is the process of discerning the breadth and depth of students’ skills and knowledge. They know that assessment must be an ongoing component of the accomplished literacy teacher’s routine and that assessment serves a variety of critical purposes. Teachers realize that sound, appropriate, and well-designed assessments have the power to lead to extensive and meaningful student learning. Teachers understand the difference between assessing and evaluating, and they know that grading is only one part of these processes. Accomplished teachers have a command of a wide range of valid and developmentally appropriate assessment methods and tools that align with the central goals of the language arts curriculum, and they know how to use assessment</p>	

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data to help students progress as readers, writers, listeners, speakers, and viewers. Teachers have thorough knowledge of the local, state, and national standards and benchmarks that indicate proficiency in literacy at various developmental levels.

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

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

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

Selecting and Administering Assessments

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

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

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

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

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

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

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

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

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

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

Analyzing Assessment Data

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

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

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

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

Communicating the Results of Assessment

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

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

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

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

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

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

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

Using Assessment Results

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

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

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

<p>decide to spend more time teaching students to be considerate listeners when they confer with partners.</p> <p>Accomplished early and middle childhood literacy teachers use assessment to understand student learning and achievement and to guide and improve their own instructional practice.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Assessment</p>	
<p>OVERVIEW: Accomplished mathematics teachers integrate a range of assessment methods into their instruction to promote the learning of all students by designing, selecting, and ethically employing assessments that align with educational goals. They provide opportunities for students to reflect on their strengths and weaknesses in order to revise, support, and extend their individual performance.</p>	
<p>Accomplished teachers continuously gather available achievement data about their students in order to adjust their instruction. Teachers use formal and informal assessments to provide a holistic view of a student’s mastery or need for further instruction. Teachers assess students’ understanding of mathematical concepts and procedures, their fluency at operations, and their ability to effectively use resources. Teachers also assess the students’ clarity of communication, their ability to innovate and apply multiple strategies to problems, and their ability to deal with topics they are learning. For example, teachers might regularly provide opportunities for students to write a reflection or justification. Based on what the students write, teachers can address misconceptions, lack of clarity or completeness, and level of understanding on any given topic.</p> <p>Accomplished teachers view ongoing assessment as an integral part of their instruction, benefitting both the teacher and the student. Teachers—guided by well-defined instructional goals of the current class and students’ future mathematical classes—design appropriate assessments and activities to monitor the progress of the class as a whole, as well as the work of individual students. Mathematics teachers skillfully incorporate opportunities for assessing students’ progress into daily instruction. Using levels and types of questioning, teachers assess students’ abilities to comprehend, apply, and synthesize. Teachers use a variety of strategies to explore and expand their students’ thinking and a variety of methods to check for students’ understanding, and teachers use this information to shape their teaching. Throughout the assessment process, teachers monitor the skills that students may be missing and find ways to design or modify instruction to minimize gaps in learning.</p> <p>Accomplished teachers help students develop the ability to self-monitor and evaluate personal progress. For students to become self-reliant learners, teachers know that students must assume increasing responsibility for their own learning at an appropriate developmental level. Teachers encourage students to set high goals, both</p>	

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for the current class and in preparation for future mathematics courses, and teachers show students how to evaluate their progress toward those goals. Teachers engage their students in learning from other students' work. In this way, students gain a fresh perspective on their own work, as well as opportunities to reflect on and evaluate their progress and to revise, support, and extend their learning. Teachers set high expectations and ensure that those expectations are clear and understood by all their students. Mathematics teachers establish clear criteria for success. Students know what to expect when they are assessed and regularly receive opportunities for open-ended reflection about a task, a unit, an experience, or their learning in general. For example, to keep track of how well students convey their mathematical ideas using appropriately precise terms and well-organized reasoning, teachers may keep a discourse log that focuses on clarity of communication during students' presentations of their work.

Accomplished teachers use formative assessment results to modify their lessons and learning opportunities and activities. Accomplished teachers recognize that the form of assessment is not nearly as important as how well it relates to classroom instruction. Teachers use assessment strategies to identify student strengths and areas for improvement, and they provide timely and constructive feedback. They use assessment to communicate and demonstrate that students are learning mathematics. The students of accomplished teachers come to value assessment as an important means of evaluating their own progress and may not distinguish assessment from instruction. For example, teachers may incorporate into lessons one or two problems that often elicit particular misconceptions about the topic of instruction and observe students' work on these problems to assess whether students may have developed the misconception.

Besides assessing student learning using teacher-designed assessments, accomplished teachers are keenly aware of any assessment that originates outside the teacher's classroom that plays an important part in students' educational experiences and know the purposes and content of these assessments. In such external testing situations, mathematics teachers do not abandon their instructional goals; rather, they incorporate the pertinent mathematics objectives of the test into their overall instructional plan. For instance, instead of self-contained test preparation for state assessments, teachers may plan their units and lessons to incorporate objectives at appropriate points in the development of concepts. Teachers may also incorporate some items in classroom assessments that are similar in format to those of the state assessment. They evaluate their own curricular decisions in light of the content of these tests, ensuring that their students are well prepared for those examinations that will be important to their future goals. Teachers read and consider the curricular implications of data from local, state, national, and international comparisons. Teachers recognize the importance and role of data, especially longitudinal data, to inform instruction and curricular choices.

Teachers have an ethical obligation to clearly communicate what the learning goals and grading expectations are and to accurately report how well students have achieved those goals and met those expectations.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD III: Planning and Implementing Assessment</p>	
<p>OVERVIEW: Accomplished music teachers plan and implement assessments, use assessment data in planning subsequent instruction, and employ a variety of methods to evaluate and report student progress.</p>	
<p>Accomplished music teachers understand and believe in the value of a comprehensive assessment program. Teachers recognize that assessment is an ongoing field of study with a core body of research, and they incorporate this research in their classroom. They expertly employ a variety of assessment methods to obtain useful information about student progress in music. Teachers create a supportive class environment that fosters students’ self-reporting of musical progress and achievement. They value the data provided by such assessments and use these data to strengthen their instruction.</p> <p>Planning Assessment</p> <p>Accomplished music teachers are able to identify or develop reliable, valid, and useful techniques and materials for gauging student learning in music, including pre- and post-tests; auditions; and embedded, formative, generative, authentic, and summative assessments. They demonstrate their ability to select or create appropriate assessment strategies for each learning task. They ensure in assessment that every student has an opportunity to demonstrate his or her proficiency in a fair and accurate manner, in an authentic setting, and in a variety of ways. When developing tasks, they base student assessment on explicit objectives that identify clearly the skills and knowledge that are expected of students and are described in a written curriculum. They carefully consider the scope of the task, estimate the time that students will need to complete the task, and anticipate the possible outcomes of the task as best they can to plan effectively for data collection. They plan assessment processes before, rather than after, instruction, and implement assessment at appropriate times. They ensure that students understand what they are expected to know and be able to do, how they will be assessed, what criteria will be used to judge their achievement, and how they can improve. Teachers know the importance of the assessment environment in student success, and they work to make the environment accommodating and encouraging.</p> <p>Accomplished music teachers value and employ student self-assessment. They are adept at designing self-assessment instruments that are meaningful and insightful for both individuals and groups. They are careful to construct such instruments as</p>	

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exercises that encourage students to be introspective and to honestly reflect on their own work and progress.

Implementing Assessment

Individuals

Once a scope of work is designed or identified, accomplished music teachers create a scoring method that is effective and efficient for measuring that work. Teachers are familiar with several types of scoring methods and are adept at designing and wording the appropriate number of levels of achievement for each assessed criterion.

Accomplished music teachers design scoring guides that provide students with adequate and useful information about the assessable components. They also present these scoring guides to students prior to the start of the work plan to give students a framework for successfully completing the work.

Accomplished music teachers are familiar with piloting and benchmarking, and they apply these procedures at the appropriate times. Piloting helps teachers understand what adjustments may be necessary to provide a “best fit” between students’ levels of understanding and the demands of the work plan. Teachers may choose to select benchmark responses as exemplars that represent the varying levels of achievement identified in the scoring procedure. Accomplished music teachers present tasks clearly, provide ample time for questions, and set a clear and enforceable behavior protocol for students. They incorporate assessment into learning as a continuing aspect of instruction and not as an interruption of the learning process. They provide necessary adjustments to work plans and assessment methods for students with special needs. Teachers also encourage and monitor students’ capacities for developing and implementing self-assessment.

Groups

Assessment in a performance-group setting addresses the quality of individual performance as it contributes to the group results. Teachers employ various strategies of embedded assessment in rehearsal. They know how to detect, diagnose, adjust, and monitor musical problems with elements such as dynamics, intonation, and balance. They further recognize that assessment in a group context is necessarily holistic in nature.

Accomplished teachers know that the assessment of performance groups involves several interrelated aspects, including consideration of the individual contribution to the overall results, as well as the quality of individual performances, participation, and interpersonal skills displayed. Teachers also strive to use their sectionals and rehearsals as opportunities for student self-assessment. When teachers work with larger non-performance-oriented classes, teachers pose questions that encourage group interaction and student self-assessment in addition to using individual assessment techniques.

Interpreting Data and Reporting Student Progress

Accomplished music teachers have an efficient system of data collection and maintain complete and accurate records concerning all aspects of student assessment. They can answer any subsequent questions from parents or school administrators concerning the bases for a student's placement or grade. Collected data are assembled into a single source, such as a grade book or an electronic file. Teachers also use technological means, when appropriate and available, to collect and interpret data; for example, teachers might work with students on how to critique a videotape or recording of a concert for the purpose of analyzing in more detail their performance. Teachers are aware of the effect of technology on the possible outcome of an assessment, and they help make students comfortable with technology so that this effect is minimized or eliminated.

Accomplished music teachers know the value of portfolio assessment, and they help students develop portfolios. They use portfolios to demonstrate and monitor individual growth over time and to serve as vehicles for formal academic and professional advancement. Portfolios may include written materials, tapes of student progress, and performances, and teachers might give students the responsibility for the organization and storage of this information. Portfolios are organized in ways that are appropriate to the student's age or ensemble. Teachers employ this information in ways that maximally benefit the student and the instructional program, and they ensure that both students and parents have sufficient information to make their own assessments of student learning.

Accomplished music teachers draw from assessment data only those inferences that are justified. They are able to interpret and use assessment data as a means to support, enhance, and reinforce learning, and they do not allow assessment to become a source of fear or anxiety for their students. They demonstrate the ability to determine where each student falls along the continuum of achievement for each task.

Accomplished music teachers report students' progress to families in a form that includes information on specific strengths and on aspects in need of improvement. (See Standard VII—Collaboration.) They ensure that if non-music-based criteria—such as attendance, effort, behavior, and attitude—are reported, they are reported separately from music-based skills and knowledge. Progress reports and procedures might take many forms, such as anecdotal records, checklists of behavioral objectives, conferences, phone calls, or electronic communications.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

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<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Assessment</p>	
<p>OVERVIEW: Accomplished teachers select, design, and utilize assessments to improve student learning, modify instruction, enhance physical education programs, and demonstrate professional accountability.</p>	
<p>Accomplished physical education teachers know that effective assessments can support student learning by demonstrating student progress toward the mastery of learning objectives as well as the instructional utility of teaching methods and strategies. Physical education teachers employ assessments accordingly, to provide learners with instructional feedback and determine the direction of future instruction. Teachers are highly reflective about the selection, design, modification, and use of assessments, ensuring that they are valid and reliable. They vary the type of assessment they administer based on the purpose and context of measurement as well as the needs and abilities of their students. Teachers understand how advances in technology have shaped and positively influenced assessment in the field of physical education. They analyze assessment results carefully to guide instruction and improve student learning.</p> <p>Selecting and Designing Assessments</p> <p>Accomplished teachers identify essential cognitive, psychomotor, and affective skills that are aligned to learning objectives before they determine the assessment methods that would help them measure these skills most effectively. Formative assessments to measure ongoing instruction and summative assessments to measure completed units of instruction exist in many forms. Physical education teachers utilize teacher-, peer-, and self-evaluation tools, such as homework assignments; individual, small-group, and large-group observation; reciprocal work; and dialogues, to analyze student learning. For example, a teacher may use journaling as a formative assessment of students’ abilities, knowledge, and values related to a specific physical activity; in a summative portfolio assessment, the teacher may later review student progress on individualized fitness performance in relation to students’ personally designed goals. Physical education teachers view assessment as an integral aspect of their instruction, benefiting teachers and students alike. It provides teachers with critical information about student learning, informs students about their strengths and weaknesses, and supports student growth and advancement toward meeting learning objectives.</p>	

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Accomplished physical education teachers design and adapt assessments to accommodate their students' needs and learning styles while evaluating their mastery of skill sets. For example, a teacher assessing a creative dance exercise may substitute an equally challenging jump rope routine as an alternate assessment for a student whose religious beliefs prohibit dance. Physical education teachers select assessment methods based on a joint consideration of their students' learning objectives and backgrounds. They provide written or oral assessments as needed, given the primary language of a student for whom English is a new language, and they create alternate assessments for students with exceptionalities. Teachers retain a rigorous approach toward the pursuit of instructional goals while individualizing assessments to meet the diverse needs of their students and promote fairness and equity within their classrooms.

Accomplished physical education teachers capably implement technology to enhance and differentiate their assessment of student learning. A confident use of technology provides teachers with powerful tools to record and analyze student data. For example, a teacher might employ an automated student response system to assess various aspects of golf instruction efficiently and effectively, from the phases of a golf putt to the principles of physics involved and the basic etiquette required to care for the putting surface. Physical education teachers have their students use technology to assess themselves as well. Employing different media, the students of accomplished teachers track their fitness and wellness data, monitoring their improvements and attitudinal changes so they can take ownership of their personal growth. Accomplished teachers continually evaluate the relevance of technology, reflecting on its role in relation to assessment and the meaning that can be gained from its use.

Using Assessment Data

Utilizing effective intervention strategies, accomplished physical education teachers analyze assessment results and adjust their instruction based on these data. For example, a teacher reviewing assessment data may determine that fourth graders are performing below expectations in the area of flexibility; the teacher might respond to this data by increasing the warm-up and stretching components of future lessons and providing students with appropriate exercises to enhance their flexibility at home. Physical education teachers use assessment data to decide when they should reteach or refine their approach to a learning objective, when they may apply student learning to a more challenging situation or context, and when they can move on to a new learning objective. Accomplished teachers establish a productive dynamic between educational assessment and instructional practice to maximize student learning.

Accomplished teachers approach assessment with a positive, constructive, enthusiastic attitude to encourage a similar response in their students and build their self-confidence. When administering assessments, physical education teachers provide students with clear and concise instructions. They communicate high

expectations to ensure that assessments are meaningful for their students. Teachers let students, parents, and administrators know that assessments serve as checkpoints of student learning, not merely as the means of determining grades. Physical education teachers show students how to analyze and interpret assessment results over time to make measurements relevant and valuable to them. Teachers understand that educating students about how to assess their own progress represents an essential component of their growth as independent learners.

Accomplished physical education teachers provide their students with opportunities to reflect on and contribute to the design of classroom assessments as appropriate. For example, an elementary student may design a sequence of locomotor movements and perform the sequence for peer evaluation by a classmate. Alternatively, a high school student who identifies a fitness area that requires additional work may determine how to measure personal improvement. In both instances, accomplished teachers act as facilitators, supporting their students' growing independence and thereby enhancing student learning and motivation.

Accomplished teachers share assessment data with students, families, and administrators, contextualizing the results meaningfully within student progress. Physical education teachers are adept at conveying the meaning of assessment data by relating it to performance. They clearly articulate their grading policies by carefully describing the cognitive, psychomotor, and affective measurements taken into consideration when determining student achievement. For example, a teacher might begin an activity by carefully explaining a scoring rubric that measures student understanding of components involved in creating an effective throwing game, such as safety, equipment selection, game objective, scoring rules, and group participation; students could then undertake the activity with full knowledge of how they are being evaluated. Following activities like this one, accomplished physical education teachers reinforce the usefulness of assessment by reviewing their students' strengths and weaknesses to support their continued growth. Teachers strive to relay the beneficial aspects of assessment as a balanced method of advancing student learning.

Accomplished physical education teachers know that assessment data can provide students with a number of benefits, both direct and indirect. Teachers understand the important role that assessment data play in the revision of policies and the awarding of grants in support of physical education programs. Communicating aggregate data with stakeholders as needed, they use data to demonstrate the efficacy of physical education programs for students within their schools. Teachers also employ data to support collaborative efforts with families and community members. For instance, a teacher may use cardiorespiratory fitness results to encourage a school administrator to address school fitness initiatives, to convince a community health center to educate a class about coronary risk factors, or to motivate parents to initiate walking programs with their children. Accomplished teachers know that carefully compiled and appropriately reported assessment information can help teachers promote the benefits of physical education programs and healthy lifestyles.

<p>Conclusion</p> <p>Assessment is a systematic process of evaluation that directly affects the decisions accomplished teachers make about what, why, and how content should be taught. Physical education teachers reflect on all aspects of the assessments they use within their classrooms, from the careful selection and responsible administration of valid, reliable assessments to the benefits of assessment data for students, families, and physical education programs. Teachers know the critical role that assessment plays in student learning and program accountability. They welcome the opportunity to learn about their students and themselves to foster student success.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Student Assessment</p>	
<p>OVERVIEW: Accomplished school counselors understand the principles and purposes of assessment, and the collection and use of data. They regularly monitor student progress and communicate the purpose, design, and results of assessments to various audiences.</p>	
<p>Accomplished school counselors understand the design and purpose of varied assessments and they are adept at explaining the purposes and designs of assessments to students, parents, staff, and the community. They are proactive in their mission to use assessment results to facilitate student planning for academic growth, and they support the school’s appropriate use of assessments, assessment information, and improvement tools stressing that any assessment only measures a portion of a student’s abilities. They use test data to determine which strategies would be the most effective to address identified needs, questions, or issues. School counselors ethically report individual and group assessment results to appropriate audiences. (See Standard X—Leadership, Advocacy, and Professional Identity.)</p> <p>Accomplished school counselors know how to select assessments for individual and group use. They recognize the relevancy, limitations, and impact of various assessments on the academic, career, and personal/social development of students. They interpret individual test data, such as grades, achievement test scores, language development measures, teacher and parent questionnaires, and student interviews, in order to advise each student on a set of clear goals for student improvement or enrichment.</p> <p>School counselors take a leadership role, with others in the school community, in promoting the proper environment for high-stakes, large-scale assessments. They work to assure that services to students are not diminished by the coordination and administration of those assessments and that students receive assistance in preparing for tests. They may offer test anxiety-reduction strategies to students as well as test-taking skills.</p> <p>Accomplished school counselors are well versed in a variety of assessments and inventories that can be used to match student talents, interests, and values to future areas of employment. They use these assessments throughout the preK–12 curriculum to expose students to a variety of careers and career skills, and to help students match their talents to various career fields that they may wish to explore.</p>	

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<p>School counselors collaborate with staff, students, and parents to monitor student progress on a regular basis to encourage student initiative and responsibility. Accomplished school counselors further use assessment as a reflective, analytical tool for students to discover their own talents and abilities. School counselors help students to evaluate their own performance and to develop ways to best present their talents and abilities to others.</p> <p>Accomplished school counselors recognize how certain assessments affect particular groups, and they advocate for assessment practices that best meet the needs of every student. School counselors promote the use of a variety of assessment instruments for students as well as appropriate modifications and accommodations in the assessment of students with exceptional needs. They are knowledgeable about laws, regulations, and professional practices regarding student assessments within a linguistically and culturally diverse school. They recognize that decisions regarding student placement and special programs or courses are based on multiple criteria. Accomplished school counselors are skilled at evaluating and selecting assessments that are not culturally, linguistically, class, or gender biased.</p> <p>Accomplished school counselors advocate for careful use and analysis of data in order to develop the academic, career, and personal/social development of every student. They clearly explain the principles and purposes of assessment to others. They collaborate with others as they analyze, disaggregate, and report data to improve school performance, and they use assessment data as the basis of their own professional decisions.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

<p>SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IV: Assessment</p>	
<p>OVERVIEW: Accomplished science teachers purposefully assess their students in order to set learning goals, differentiate instruction, and encourage student learning.</p>	
<p>Introduction</p> <p>Accomplished science teachers view assessment as an integral part of the science learning process. They know that when assessment practices are purposeful and well designed, they have the power to support deep student learning and breadth of application. Accomplished teachers believe that when assessment is used appropriately, it can benefit both teacher and students.</p> <p>Accomplished science teachers know that assessment refers to the gathering of information on students’ thinking, which a teacher then uses to make instructional decisions. Assessments range from spontaneous observations of students, to carefully designed questions to probe student understanding, to project-based assessments.</p> <p>Accomplished science teachers see assessment as a recursive process that occurs before, during, and after instruction. Teachers know the appropriate concepts and skills to assess at different points in the instructional sequence, selecting the most effective forms of assessment for their students. By giving students appropriate ways to show what they know and what they can do, teachers gain meaningful records of the pulse of the classroom’s intellectual life. By providing relevant and timely feedback from assessments, accomplished science teachers guide student learning. In the practice of accomplished science teachers, assessment and the daily flow of instructional activity are so intertwined that they are difficult to distinguish.</p> <p>Accomplished science teachers recognize that the ultimate purpose of assessment is to ensure that students are meeting high, worthwhile goals informed by current standards and understandings in the science education community. Teachers effectively utilize assessments that have a variety of purposes and structures. When necessary, accomplished science teachers adapt their assessment tools and strategies to meet the diverse needs of students. Accomplished teachers are skilled at interpreting and applying the results of assessments, and they communicate assessment results clearly to students, parents, and other concerned adults.</p>	

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Functions of Assessment

Accomplished science teachers use assessment for a variety of purposes: to determine students’ prior learning; to analyze students’ learning and cognitive styles; to uncover students’ conceptual development; to set goals; to determine instructional methods and select resources; to evaluate the effectiveness of instruction as it is taking place and make any necessary modifications; to help students monitor and reflect on their progress in order to initiate steps for improvement; to make value judgments such as assigning grades at the end of a lesson, unit, or course; and to plan for the future. Assessments help inform instructional practices, and the assessment plans of accomplished science teachers provide flexibility for modifications as needed due to student response to instruction.

Assessment tools help accomplished science teachers better understand the science skills, background knowledge, reading proficiency, and math abilities that their students have acquired prior to taking their class. Teachers also use assessment to identify the learning and cognitive styles of each student in order to ascertain the best ways to deliver curriculum. Accomplished teachers regularly lay the foundation for each unit of study by assessing students’ prior knowledge and identifying student preconceptions. (See Standard I—Understanding Students.)

As learning progresses, accomplished science teachers use well-crafted assessments in a continuous process to determine student progress toward clearly defined learning goals. Teachers use the resulting data to modify instruction for the entire class as well as to differentiate instruction in response to the needs of specific students. Teachers understand that one purpose of formative assessment is to communicate with students and parents about progress towards learning goals, and another main purpose is to aid in reflection on the teacher’s own practice and next steps in planning. Accomplished science teachers recognize that assessing in the moment allows teachers to make timely instructional adjustments.

Accomplished science teachers use assessments at culminating points in instruction, such as at the end of a unit of study or the end of a course, in order to determine the growth of students’ knowledge, understandings, and skills in science and to place a value on students’ progress. Accomplished teachers recognize the complexities of grading student performance and can justify the grades that they have assigned. Teachers realize that assessment tools alone cannot give a comprehensive picture of a student’s learning experience. For example, a student’s low grade on a final exam might not reflect the high level of understanding demonstrated through their classroom discourse. Additionally, a student who receives a high grade on a semester exam may not have made a full semester’s worth of growth. Accomplished teachers also recognize that summative assessment tools can be used to evaluate their own practice relative to student learning.

Types of Assessment

Accomplished science teachers know that effective assessment tools vary in terms of their structure, format, duration, and complexity. They can range from simple recall tasks to probes of higher-order thinking. They can consist of multiple-choice or short-answer items designed to elicit specific facts, more open-ended assessments designed to test scientific reasoning, or performance exercises involving real-world tasks, such as designing and carrying out a scientific investigation to answer a research question derived from a community problem. Assessments may contain online components, including simulations. They can consist of teacher observations of students discussing concepts or engaging in experiments. Most assessments are carefully planned and implemented, but some are spontaneous, such as quick checks for student understanding in the middle of a lesson. Accomplished science teachers realize that a robust assessment plan consists of multiple assessments of different types. Teachers recognize that all student work should be purposeful and informative, leading the teacher to a complete picture of students' science understandings.

Accomplished science teachers are aware that mandated testing is an integral part of the assessment process. Accomplished teachers have a functional understanding of the process through which standardized tests are created and how validity and reliability are established. Teachers actively seek information on the underlying content standards and curriculum frameworks of these tests, and they use this information to inform instruction. When possible, accomplished science teachers use technology to analyze the data of mandated exams. Teachers use the results of mandated exams to draw comparisons between students and their peers or to determine whether or not students have learned specific science content and skills. Teachers realize that standardized testing may allow student progress to be monitored over the years; the data can help teachers know when specific kinds of support are necessary, both for groups of students and for individuals. Accomplished science teachers advocate for high-quality assessments that accurately reflect student learning on every level. To the extent possible, teachers participate in the processes of developing, reviewing, and scoring standardized assessments. (See Standard VII—Advancing Professionalism.)

The Process of Assessment

Accomplished science teachers can successfully implement each step in the process of meaningful assessment. Teachers select and develop assessments according to the needs of their students, always ensuring that the assessment questions and activities are clearly aligned to defined learning goals. When administering assessments, accomplished science teachers make adjustments and accommodations according to students' needs. These teachers know how to interpret and utilize assessment results to improve instruction. They clearly and sensitively communicate assessment results to students, parents, and colleagues. Accomplished teachers realize that some assessments can have instructional value. For example, students preparing for a presentation on a particular topic may delve more deeply into the subject than they

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would have done otherwise. Alternatively, an assessment task might ask students to apply knowledge to a novel situation, and this process could reinforce and deepen students' understanding of science. For example, after a lesson on circuits, students might be given additional materials such as batteries, lights, and switches with which to demonstrate their understanding of circuitry.

Selecting and Developing Assessments

Whether they devise assessments themselves or obtain them from some other source, accomplished science teachers can articulate specific purposes for every assessment they administer. Teachers choose assessments purposefully to gauge student progress towards learning targets.

Accomplished science teachers develop and select assessments based on clear criteria. Teachers work to ensure that assessments are clearly aligned with learning goals; and to minimize any bias that might distort assessment results. They choose and construct assessment tools that enable students to demonstrate what they know and can do; teachers ensure that the format, readability, duration, and complexity of the assessment are appropriate. Teachers make sure that each assessment they select or develop answers a significant question about student learning. When developing pre- and posttests, accomplished science teachers make sure that the tests are parallel in construction and coverage so that they actually assess increases in student knowledge rather than extraneous factors.

Accomplished science teachers differentiate assessments in response to the needs of specific learners while maintaining the integrity of the test. For example, an assessment might need to be translated into an ELL student's first language or presented orally for a student who has trouble reading. Some students might need to be allotted more time to take a timed test, while others might need help registering their responses. Accomplished teachers recognize the challenges involved in modifying the form of an assessment without distorting its purpose and validity. Accomplished teachers provide students with the resources they need to complete an assessment equitably; these may include but are not limited to vocabulary lists, word banks, translation dictionaries, and students' own science notebooks. At times, supplemental resources or modified testing conditions are not enough, and the accomplished teacher provides alternatives to the assessment tool itself. For example, a student who cannot excel on a multiple-choice test might be given the chance to demonstrate knowledge through an oral interview or by writing a narrative or creating a song. (See Standard I—Understanding Students.)

Technology may assist an accomplished science teacher in finding and creating appropriate assessments. Digital tools provide access to a wide range of assessments, including simulations and digital modeling tools, practice opportunities, and review lessons. Technology can also be used to create, revise, and archive multiple forms of assessments. Accomplished teachers also use technology to collaborate with peers from learning communities to develop, deploy, and reflect on the results of common

assessments. (See Standard VII—Advancing Professionalism.)

Administering Assessments

Accomplished science teachers administer all assessments thoughtfully. They carefully prepare students by aligning assessments with learning goals and by being transparent about what students can expect in terms of the content and skills that will be assessed, the structure and scope of the assessment, and the way results will be interpreted and scored. Accomplished teachers ensure equity by allowing sufficient time for students to complete an assessment, ensuring that the test environment is conducive to student performance, and providing necessary accommodations. Teachers carefully consider such environmental factors as lighting, sound level, temperature, and time of day and adjust them for individual students to the extent possible. Accomplished teachers recognize that some students experience test anxiety and that others have been led to believe that they are members of groups that underperform on certain tasks. These factors can seriously distort students’ ability to show what they know and can do related to science; therefore, accomplished teachers supply students with strategies and information for dealing with these problems. When it is appropriate to do so, teachers refer students to school professionals with the necessary expertise.

Accomplished science teachers collect evidence of student understanding in a variety of ways. In addition to administering traditional tests and quizzes, accomplished science teachers systematically monitor the quality of student contributions to group discussions. They observe scientific investigations to evaluate students’ scientific reasoning, application of thought processes, and use of scientific tools. Accomplished teachers record their observations of student activities and performances in a thoughtful and systematic way. Teachers carefully register their observations of each student at regular intervals rather than making notations only when something unusual has happened.

Accomplished science teachers involve students in assessing their own progress because teachers realize that doing so fosters student reflection and the growth of independent learning. Accomplished teachers encourage students to set high goals for themselves and teach students how to evaluate their own progress toward these goals. Teachers provide students with a variety of tools, such as rubrics, scoring guides, rating scales, question sets, and think-alouds; they then give students multiple opportunities to use these tools in assessing their own progress. Teachers foster students’ ability to think about what they know, how they know it, and the extent to which they demonstrate that knowledge. Furthermore, in circumstances when it is appropriate to do so, teachers involve students in designing assessments for the entire class. For example, teachers might encourage students to generate test questions or rubrics.

To the extent possible and appropriate, accomplished science teachers use technological tools to help them administer assessments. For example, teachers may

use technology to administer quick assessments throughout a unit in order to make sure students are progressing towards meeting learning goals. A major advantage of using technology in this way is that both students and teachers receive immediate feedback. Accomplished science teachers also advocate for assistive technologies so that students can have appropriate modifications to testing procedures, even if that modification is not part of a formal plan or IEP. (See Standard VIII—Diversity, Fairness, Equity, and Ethics.)

Interpreting and Utilizing Assessment Results

Accomplished science teachers have the knowledge and skills required to interpret the results of assessments in terms of students' backgrounds, needs, and strengths. They also know how to apply assessment results, both to fine-tune instruction and to place fair valuations on student performance when necessary. Accomplished teachers pay attention to what results indicate about the performance and needs of individual students, and they also look for patterns that provide insights into the class as a whole. By collecting multiple sets of data over time, teachers can follow the progress of student thinking. When appropriate, teachers engage in the process of interpreting assessment results with colleagues or with students themselves.

Accomplished science teachers apply assessment results to modify instruction for individuals and to make large-scale adjustments in their teaching. For example, if a few students showed confusion about a given concept, a teacher might reteach the concept to just those students. However, if the class as a whole demonstrated a lack of understanding, an accomplished teacher would reassess the approach initially used to convey that concept and then radically readjust that lesson or unit to improve student understanding. Accomplished teachers do not interpret or apply the results of a given assessment in an isolated fashion; rather, they compare results on multiple assessments—including assessments from previous years and even other subjects—in order to create a rich, multidimensional picture of student learning. Accomplished science teachers believe that all students are capable of making meaningful gains in understanding science, and teachers know that these gains can be expressed in a number of ways. (See Standard I—Understanding Students.)

Accomplished science teachers develop and provide to their students a clear assessment plan describing how student performance will be measured, recorded, reported, and interpreted. Teachers use assessment to determine where incomplete understandings may have occurred, and they reflect on these concerns and work with students to determine a course of action for improvement. For example, teachers may share a rubric with students at the beginning of the project, review the related product with students using the rubric once work has begun, and then give students opportunities to improve project work according to the dimensions elucidated in the rubric.

Accomplished science teachers conduct ongoing evaluations of their assessment tools. Teachers perceive when poor student performance on an assessment or part of an

assessment indicates a flaw in the tool and when it indicates that students did not understand science concepts or develop certain skills. When the tool is faulty, accomplished teachers replace or revise it, and, whenever appropriate, reassess students using the new or improved assessment tool. Accomplished teachers make every effort to make sure that students' results on every assessment accurately reflect student progress.

Communicating the Results of Assessment

Accomplished science teachers communicate the results of assessment clearly and sensitively to students, colleagues, and parents. Teachers provide regular reports that provide evidence about student progress toward clearly defined learning goals. Accomplished teachers ensure that stakeholders have a clear understanding of the connections between assessment criteria and the purposes of the lessons, projects, and student work being assessed. Accomplished teachers prepare evaluations of student progress that clearly communicate the kind and quality of gains in science knowledge and skills that students have been making and, when appropriate, the need for improvement.

Accomplished science teachers provide students with feedback that is informative, timely, and comprehensive; teachers explain what each result means, where students are doing well, and where they need to improve. Accomplished science teachers use constructive feedback to increase student learning and to address conceptual development. In the hands of an accomplished teacher, constructive feedback is specific and is designed to improve student performance, promote growth, and increase a student's self-worth. For example, feedback on a laboratory report would highlight the innovative and effective components, while providing specific details on how to improve aspects of the report. Accomplished teachers give their students an opportunity to discuss their perspective on the assessment and its results.

In order to capitalize on the potential partnership between teacher and home, accomplished science teachers attempt to establish a connection that facilitates ongoing, two-way communication. These teachers create progress reports and use multiple modes of communication to describe the kind of work each child is completing in science class. An accomplished teacher is aware of what language is spoken in the home, and any limitations, such as those related to technology or schedules. Accomplished science teachers make every effort to address obstacles to communication. For example, accomplished science teachers obtain translations where possible and appropriate, make phone calls and home visits instead of emails, and make time available beyond the school day. (See Standard VI—Family and Community Partnerships.)

Accomplished science teachers share insights from assessments with colleagues—both those currently teaching the students in other subjects and those who will teach students science in the future. Accomplished teachers proactively help other teachers understand what their students know, understand, and can do. Furthermore, teachers

share with colleagues and administrators what assessment results suggest about the success of the science program and the ways it might be improved. Thus, accomplished science teachers communicate assessment results in order to improve individual student learning and the science program as a whole. (See Standard VII—Advancing Professionalism.)

Diversity, Fairness, Equity, and Ethics

Accomplished science teachers make every effort to ensure that the language used in assessments is clear and familiar to students and that tools assess what they intend to assess. These teachers understand that the context of the scientific information embedded in a test question or other type of assessment activity may unfairly impact a student’s ability to demonstrate what he or she knows. For example, if a concept such as energy is tested in an item that refers to snowboards, students from warm climates might not be able to envision the example and would thus be unable to fairly demonstrate their understanding of the pertinent scientific knowledge. Accomplished teachers avoid or eliminate such bias. Alternatively, if a number of English language learners show a pattern of missing certain questions, an accomplished teacher would consult with ELL colleagues to determine if specific terminology or grammatical constructions are responsible for the confusion, and if so, how to phrase the questions more understandably. Teachers understand where minor adjustments are sufficient and when more extensive interventions or accommodations are necessary. They work closely with other school professionals to ensure equitable assessment for all students.

Accomplished science teachers vary the types of assessments they administer in order to ensure fairness. For example, a Pacific Islander might be allowed to “talk story” (a cultural verbalization explaining a natural phenomenon) to demonstrate his or her science knowledge, while another student might be given the opportunity convey the same knowledge through a poem, a physical model, or a song. Delivery methods can be adjusted to students’ learning and cognitive styles as well as to their cultural backgrounds.

Accomplished science teachers differentiate between assessing knowledge and judging student behavior, and these teachers assess students strictly on their progress toward learning goals. Teachers do not allow a student’s actions—whether positive or negative—to bias them toward raising or lowering grades that should reflect the student’s knowledge of science. However, accomplished teachers are also aware that inappropriate behavior may indicate that the student does not have an understanding of the concept being addressed.

Accomplished science teachers are ethical with regard to selecting, developing, administering, interpreting, utilizing, and communicating assessment results. They are transparent with regard to how each assessment will be evaluated. Students are provided with guidelines prior to assessment. Accomplished teachers encourage peers to provide assessment feedback to each other, but they also ensure that the privacy of

student performance is respected.

Reflective Practices

Accomplished teachers reflect on the extent to which their chosen or created assessment tools align with the learning goals and needs of their students. They see if each tool obtains the desired evidence and consider if there is a better means for obtaining meaningful data. In the case of a disconnect between the assessment tool and what the teacher wants to measure, teachers ask themselves if the problem occurred because the teacher selected the wrong tool, the tool was inherently flawed, or the tool was administered incorrectly. Based on the conclusion, the accomplished teacher changes or modifies the assessment and re-administers it to students.

When administering an assessment, accomplished teachers consider whether every student has the optimal environment for demonstrating progress. Teachers observe the administration of the assessment and look for cues that students may be distracted, physically or emotionally uncomfortable, or unready. Teachers reflect to determine whether the administration of the assessment was mistimed by the teacher or whether the students’ preparation for the assessment was at fault. Teachers may further discuss the circumstances with a student who had a bad experience to determine what steps need to be taken to provide a better assessment experience. Teachers reflect in action as well as after the fact. For example, while monitoring a class engaged in an assessment about how the body maintains temperature homeostasis, a teacher might notice that a few students are not writing. The teacher might interview these students. Upon realizing that the students do not understand the question, the teacher might rephrase it in terms of a familiar context.

When reflecting on whole-class or individual performance, teachers look for evidence of student learning and gaps in understanding so that they can provide additional support or other opportunities to further student growth. By examining multiple assessments over time, accomplished teachers gain a more comprehensive perspective of students’ science understandings. Accomplished teachers reflect on trends in the aggregate and individual student performance in order to illuminate weaknesses in instruction and subsequently improve their teaching.

Accomplished teachers reflect on the clarity, effectiveness and timeliness of their communication regarding assessments and how well communication supports student growth. They seek ways to improve communication and clarify the connections between student results and learning goals. In seeking to foster two-way communication with students and their parents about assessment, accomplished teachers reflect on ways they can ground ongoing conversations in evidence of student learning. Teachers also reflect on the extent to which this communication impacts students’ demonstrations of their understanding on subsequent assessments.

<p>Accomplished teachers reflect to what extent each student has an equitable opportunity to have his or her understanding fairly assessed. Teachers are watchful for unexpected factors that could hinder student performance and make every effort to minimize such hindrances. Based on their reflections, accomplished teachers provide additional support or make accommodations to enable all students to demonstrate growth.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IV: Instruction</p>	
<p>OVERVIEW: Accomplished social studies–history teachers recognize that excellent instruction depends on skilled organization and creative interweaving of curricula, varied instructional strategies, meaningful assessment, and supporting resources that engage students with content, provide meaningful and instructive feedback, and promote a love of learning.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers recognize they are facilitators of student learning. To that end, teachers innovatively and creatively provide and help students connect with content. As a result, teachers consistently make careful, thoughtful decisions as they organize curriculum, locate and evaluate resources, select and implement instructional strategies, and develop multiple forms of assessment. From data collected using formal and informal assessments, teachers reexamine their curricular choices and adjust instruction as necessary. They make decisions based on their deep understanding of students, subject matter, and standards and curriculum requirements; their involvement in professional associations and collaborations; their familiarity with educational theory and research; and their knowledge of students’ experiences in and outside the classroom.</p> <p>Curriculum</p> <p>Accomplished teachers recognize that curriculum must be intentional, structured, and purposeful to engage students in learning. Teachers use the social studies–history curriculum to address students’ background knowledge and experiences, including their misconceptions. Teachers also incorporate other disciplines into the social studies–history curriculum.</p> <p>Accomplished teachers plan, structure, and organize curriculum that links both to academic disciplines and to standards and curriculum requirements in order for instruction to be meaningful for students. Using deep content knowledge, teachers are able to identify how to go beyond the given curriculum to enhance students’ knowledge. For example, in teaching the American Revolution, teachers might have students explore the transatlantic effects of the revolution on other political movements such as the French and Haitian Revolutions. In comparing these revolutions, teachers might ask students to examine multiple perspectives of participants such as enslaved and formerly enslaved peoples, indigenous Americans,</p>	

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men and women, and people from different social classes. Students might also examine how ideas of popular sovereignty and nationalism played out in different ways, as well as how the roles of minorities evolved in newly developed nations.

Accomplished teachers ensure curriculum builds upon their students' background knowledge, concerns, and experiences. For example, teachers may take into account students' knowledge of place when discussing local geography. At a school near a major shipping port, teachers may ask students to examine global connections through trade and transportation to their city and region. At a school near a national border, teachers may deal with the laws, social justice, employment, and security of legal and illegal immigration. These connections may not only deal with close physical and temporal proximity, but also may connect to students' conceptual interests and concerns. For example, teachers could use students' conceptions of leadership as an entry point to studying power hierarchies in Tokugawa Japan.

When possible, accomplished teachers organize curriculum around multidisciplinary themes within social studies—history and with other content areas such as English, science, and mathematics. They recognize social studies—history cannot be taught effectively in a vacuum, and the more connections students make among the various social studies—history disciplines, other academic content areas, and the world around them, the more engaged students will be and the more meaningful and enduring students' learning will become. When teaching about immigration, for instance, a teacher may ask students to research, graph, map, and analyze historical trends and how they affected the economy at different periods in history.

Instructional Strategies

With goals for student learning always in mind, accomplished teachers choose and combine questioning techniques, employ a variety of strategies, scaffold instruction, access student background information, and incorporate literacy and numeracy strategies.

Accomplished teachers know that questions and problems play a central role in instruction. Lessons, units, and courses often begin with an essential question. For example, what causes societies to thrive, collapse, or transform throughout world history? How has the geographic distribution of natural resources shaped patterns of trade or conflict? Why study economic principles? Who benefits from this perspective? How could we look at this differently?

Accomplished teachers use a variety of instructional strategies that are designed to motivate students and that are congruent with specific learning goals. Teachers not only expose students to rich content but also provide them with opportunities to construct deep conceptual understanding of the curriculum, develop expertise in the skills and thinking strategies of social studies—history, and pursue their own interests. Instructional strategies may include inquiry, cooperative learning, research projects and presentations, discussion and deliberation, role play and simulations,

instructional games, journaling, interactive lectures, Socratic questioning, concept development, and essay development. Teachers draw creatively and flexibly from this repertoire of strategies and seize upon teachable moments. Teachers select strategies closely aligned with instructional goals. For example, teachers know that concept development strategies are suited for complex ideas, such as imperialism or diffusion; that inquiry is tailored to developing warranted assertions; and that deliberation is appropriate for decision making.

Accomplished teachers scaffold students' participation in instructional activities so that learners are supported as they encounter new content, skills, and thinking strategies. Teachers gradually release responsibility to students as they become more knowledgeable and skilled, and teachers purposefully demonstrate for students how to be more efficient, independent learners. For example, teachers might model source interpretation by "thinking aloud" as they analyze and evaluate a primary source document for the whole class; provide a graphic organizer for students to record their observations and ultimately create their own organizers; work with individuals or small groups to assist in applying strategies previously modeled; and call students' attention to areas they have mastered and those in need of improvement.

Accomplished teachers consider the range of students' academic achievement and background knowledge when planning and implementing instruction so that all students have an opportunity to develop their understanding and expertise in social studies–history. Teachers ensure that uneven previous academic achievement or preparation does not prevent students from engaging in higher-order intellectual activities. Toward that end, teachers seek materials written at a variety of reading levels and supplement these with visual and auditory sources. Also, teachers provide open-ended assignments that allow students to respond in a variety of ways to demonstrate their knowledge and skills. Teachers may provide opportunities for cooperative work in which students take on different roles and support one another in learning. In making connections to students' background knowledge, teachers plan activities in which students can draw from diverse experiences to make connections to content. For example, a unit on symbolism in Asian art may begin with a discussion of a variety of symbols with which students are familiar.

Accomplished teachers use a variety of literacy and numeracy strategies to support students' reading, writing, speaking, listening, viewing, and quantifying in social studies–history and beyond. Using these strategies, teachers provide students opportunities to engage in various formal and informal forms of writing and speaking; make within- and between-text comparisons of both primary and secondary sources; analyze, evaluate, construct, and interpret written and multimedia communications, such as texts, charts, graphs, maps, film, and digital tools; learn to write and present persuasive arguments that include the use of evidence; and access information from a variety of sources. Rather than expecting students already to have mastered such skills, teachers deliberately and systematically incorporate literacy and numeracy

instruction and meaningful practice into their lessons, when appropriate, and provide regular feedback to students on their accomplishments in these areas.

Accomplished teachers are able to model the steps in the reasoning process, such as solving problems, interpreting data, reaching conclusions, and making predictions. They understand and value skillful writing and can guide students through research projects. Teachers know the importance of writing in the learning process and are able to assess students' progress and misconceptions. Teachers guide students in gaining mastery in writing analytically in social studies–history. For example, students practice and improve their skills in making arguments based on evidence. Teachers help students interpret, categorize, and make inferences and generalizations from documents, data, and other types of evidence, and lead them in creating an analytical thesis.

Accomplished teachers prepare students with instructional strategies that apply not only in their own classrooms, but also look ahead to the next educational level and equip students with skills necessary to ease their transition and prepare them for increasing levels of complexity in social studies–history coursework. For example, a teacher at the elementary or middle level may teach students to access tools of nonfiction writing or introduce students to note taking and citation in research. Secondary teachers prepare students for post-secondary education by teaching specific note taking strategies for a lecture-style format, as well as strategies for gathering and evaluating a range of primary source materials or other data to support high-level research of their own design.

Assessment

Accomplished teachers use formal and informal assessments for a variety of purposes and can determine when a particular type of assessment best aligns with students' learning goals. As teachers develop these formal and informal assessments, they keep in mind that students must be prepared for national, state, or district assessments. To ensure the effectiveness of assessments, teachers provide prompt and specific feedback to students.

Accomplished teachers understand how formal and informal assessments contribute to achieving instructional goals. Teachers use formal methods, such as performance assessments or essays, accompanied by specific scoring guidelines in order to gain systematic, comprehensive insights into student learning. Informal assessment methods also provide insight into student learning and might include students' opinions or arguments, inventories, self-assessments, observations, or pre- and post-tests. For example, prior to beginning a unit about the New Deal, teachers may have students complete an individual attitudinal assessment to have them gauge their beliefs regarding the level and extent to which the federal government should or should not actively intervene during times of financial crisis. Teachers might then incorporate data from those surveys to design particular lessons, both historic and

<p>contemporary, to broaden students’ perspectives and knowledge of such governmental policies. Teachers may include informal assessments during a lesson or unit by asking students to identify main ideas in “quick write” paragraphs or to discuss how they would apply concepts in new settings.</p> <p>Accomplished teachers employ various types of assessments and know valid measures are not only evaluative but are also learning tools for the teacher. Teachers know ongoing assessment of student progress is the linchpin of effective instruction. Teachers implement ongoing assessments to determine the continuum of student learning over the course of a lesson, unit, semester, or year. For example, teachers may continually assess students’ abilities to interpret primary sources and create historical accounts based on those sources. As well, teachers frequently assess students’ increasing knowledge and ability to incorporate vocabulary and tools specific to their discipline, such as mapping, explaining supply and demand, or analyzing political cartoons within their historical and cultural contexts. Teachers implement summative assessments to evaluate student learning, communicating this information to students and other stakeholders. Assessment informs teachers for short- and long-term curricular decision making. For example, a teacher might find that all students missed a particular question or section on an exam and might examine it with care to determine if it was a poorly written question or if a topic was not adequately learned during the unit.</p> <p>Accomplished teachers emphasize students’ growth and learning over time, not simply with a final score or test result. When external mandates such as state standardized tests are required, teachers equip students with appropriate strategies and tools but do not focus on teaching to the test. Instead, they provide opportunities for students to develop skills, as well as ways of thinking and learning that go beyond standardized assessments. Accomplished teachers differentiate and tailor assessments to curricular goals, creating their own or modifying existing assessment tools. Teachers incorporate technology, when available, in appropriate and purposeful ways to enhance instructional and assessment goals. For example, teachers might assign students the task of creating digital scavenger hunts using mobile technology, if available, to assess their learning during a geography unit.</p> <p>Accomplished teachers carefully consider ways they implement, both formally and informally, assessments for students with exceptional needs and with English language learners. Teachers go beyond merely following requirements of students’ educational plans to find creative ways of preparing them and accommodating their needs. With knowledge of their students, including their exceptional needs, teachers develop classroom assessments that allow students to demonstrate learning in a variety of ways. For example, students might write poetry, participate in debate, develop a script for a play, or write a social action letter to a legislator. When possible, English language learners might work with peer interpreters to enable them to participate in class activities. Teachers make accommodations that allow for multiple ways of demonstrating competence yet provide opportunities for students to practice and further develop skills in their areas of need. Teachers readily</p>	
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collaborate with resource staff to discuss strategies, conduct task analysis, and identify common learning barriers and strategies for individual students, as well as for specific groups of students. Teachers do not wait until students are struggling or are bored; they proactively seek the best ways to accommodate and assess students, regardless of where they fall on the spectrum of learning needs. (See Standard I—Knowing Students.)

Accomplished teachers recognize the value of providing constructive feedback for student learning. Teachers know that well-stated and appropriate praise can boost a student's self-esteem and confidence. Thus, they look for ways to celebrate each student's accomplishments. When providing correction, teachers do so in a manner that does not diminish the student's sense of self-worth. Teachers ensure that each student realizes that a failure to understand need be only temporary and that the remedy may be a different approach, not resignation or acceptance of low performance. Teachers help students learn to recognize their own accomplishments. Teachers draw on their knowledge of the subject to determine where misconceptions and gaps in a student's knowledge may have occurred, and they work with each student to determine a course of action for improvement that focuses on a manageable number of areas. Effective assessment can increasingly empower students to advocate for their own learning and to assist in instruction. For example, teachers reflect on data collected from an assessment and, sometimes with the student, consider whether the student is ready to move on or if a discrete skill or concept may need to be re-taught. Teachers use the results of informal and formal assessments to help students understand their strengths and weaknesses, and teachers provide essential feedback to support students' continual commitment to learning.

Resources

Accomplished teachers align their selection of resources with curricular and instructional goals. They evaluate resources for instructional soundness and student engagement and ensure a variety of resources are used throughout instruction.

Accomplished teachers select, adapt, and create rich and varied resources aligned with their curricular goals in social studies–history, integrating them deliberately into instruction. Teachers constantly seek to build a rich collection of quality resources that enables them to improve student engagement and learning. Teachers use available textbooks as one resource, but also look beyond them to consider how a variety of people and materials, including current technology, might be enlisted to benefit student learning. Teachers are aware of how the right document, artifact, map, music, or illustration can powerfully illuminate an important idea for students.

Accomplished teachers evaluate the soundness and appropriateness of instructional resources and preview all material for content, perspective, and underlying assumptions. They select resources that present differing ideas, accounts, or perspectives of the same event, issue, topic, or location. They may ask students, for

<p>instance, to analyze diary entries, news articles, paintings, illustrations, or other resources.</p> <p>Accomplished teachers incorporate a variety of resources to enhance instruction. These may include a mixture of primary sources and secondary documents; educational games and puzzles; authentic or replicated artifacts; or community resources such as colleagues, universities, conferences, professional organizations, and local and online learning communities. Teachers search for resources from around the world. They seek to enhance their instruction through grants or professional fellowships. Teachers who find themselves in situations where resources are meager and funds are limited seek to make the most of what they have, using their resourcefulness to locate or create additional resources.</p> <p>Accomplished teachers consider students’ communities and the larger community around the school as essential resources. Teachers may access expertise from students’ families and communities, as well as from local historical associations, museums, or libraries. Teachers recognize richness in their own communities and take full advantage of partnerships with local colleges, universities, organizations, or businesses for information, local history, or physical resources. Teachers seek meaningful ways for resources to contribute to student learning and to overall school goals. (See Standard VI—Learning Environments: Classroom and Communities.)</p> <p>In an effort to equip students with knowledge, skills, and experiences necessary for success in the twenty-first century, accomplished teachers thoughtfully integrate current technology, when possible, as a critical component of their instructional strategies. Teachers help students to implement technologies as tools to support learning; encourage collaboration; solve problems; answer questions; or design, publish, and present work. Technology uses may take the form of helping students to use GIS to better examine the physical world, or assigning student projects involving creation and publication of an online newsletter. Teachers recognize that current technologies can provide a powerful means of collaborating with others near and far. For example, teachers could establish digital connections to engage in virtual tours, explore the lives of students in other communities and cultures, or gain knowledge about the daily life of another society.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

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WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VII: Assessment	
<p>OVERVIEW: Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.</p>	
<p>Accomplished teachers of world languages view assessment as an integral part of their instruction that benefits both the teacher and the student. Assessment of student progress is a continual process teachers employ to reflect on the effectiveness of their instructional design, set high and worthwhile goals for student learning, and determine instructional strategies appropriate to student needs. Every student assessment is informed by the goals of the instructional program, including local, state and national standards. Teachers first assess students to determine proficiency and readiness. Teachers understand that the initial design and selection of assessments that ask students to demonstrate proficiencies in the interpersonal, interpretive, and presentational modes of communication inform the planning of lessons, units, products, and performances. Effective assessments indicate when to move forward, when to refine, when to re-teach, and when to apply learning; this continual modification of instruction enables accomplished teachers to maximize student learning and work most effectively toward target outcomes.</p> <p>Teachers assess students’ abilities to gain perspectives, apply knowledge to real situations, and make connections among various forms of knowledge. Teachers also assess students’ work to give them clear, meaningful, and timely feedback to use to improve their abilities and to facilitate adjustments to their learning strategies. Teachers provide individual and group feedback that models the skills students need to self-assess and self-correct. Teachers monitor students’ readiness to grasp new ideas, theories, and concepts; observe their ability to synthesize and evaluate knowledge; and consider their awareness of the complexities of target languages and cultures. Accomplished teachers of world languages design, implement, and assess their instructional programs in a constant process of intervention, review, and evaluation.</p> <p>Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies and choose among them to gauge student progress within their curricular framework. They give students opportunities to succeed in a variety of tasks that motivate learners to higher-order thinking and allow</p>	

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them to demonstrate growth and progress in ways that traditional assessments might not. Teachers recognize the importance of authentic assessments that measure student progress in all three modes of communication—interpersonal, interpretive, and presentational—and in integrated contexts that require students to fulfill real-world tasks in culturally appropriate ways. For example, a teacher might ask a high school student in a Spanish class to analyze and interpret the linguistic and cultural content of a target-language television commercial and discuss the commercial’s similarities to other commercials observed by classmates. After discussion, the student will write and present a new commercial using technology. When appropriate, teachers create their own tools for assessment that might include a wide range of technological enhancements. Assessments for elementary school students might include drawings and dramatic performances in which students demonstrate their interpretive comprehension. In determining appropriate assessments, teachers effectively use scoring rubrics, including holistic and analytic rubrics, distributed and discussed with students well in advance to inform them of tasks and defined levels of performance. Accomplished teachers seek good matches among methods, instructional goals, and students’ abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

By using real-world assessments meaningful to the academic, social, and motivational needs of their students and setting high yet realistic goals, teachers construct formative and summative evaluations as well as formal and informal assessments. Formal instruments might include competency tests that incorporate both language and culture; informal assessments can be as simple as comprehension checks. Formative assessment strategies might include listening and reading comprehension tests, whereas projects or oral proficiency interviews are examples of summative assessments. A student portfolio might be used as a formative assessment to help both teacher and student determine how to strengthen the learning process, or as a summative assessment to evaluate the student’s proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

In making assessment meaningful, teachers often seek student involvement in planning methods of assessment. For example, teachers might give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers know that developing their students’ capacity for self-assessment enhances their collaborative-learning and decisionmaking skills, promotes their ability to discern real-world connections, and fosters their growth as independent, reflective learners. Teachers use student-created evaluations as another source of information for constructing profiles of student progress and performance.

<p>Teachers use assessment results to provide frequent and specific information to students, parents, other educators, and school officials about each learner’s progress and performance. To that end, accomplished teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>

Understanding by Design Template (Source: Wiggins and McTighe)

Professional Learning Community Facilitators' Guide to Exploring Accomplished Practice

Discussion Title: Core Proposition 4

Subject/Topic: Teachers think systematically about their practice and learn from experience.

Key Terms: strategies based on knowledge of students, diversity, equity, data analysis, accurate record-keeping, current pedagogy/research/theories, experience-based, two-way communication, instructional outcomes/goals, student feedback, instructional-based decision-making, differentiation of instruction, instructional moves, critical thinking, modeling, collegial observations and sharing, collaboration, continual learning, elicits stakeholder feedback, reflective practitioner, creative, risk-taker, life-long learning

Designers: Erin Gilrein, NBCT and Jennifer Wolfe, NBCT

Materials Needed: varied by conversation; handouts:

https://docs.google.com/document/d/1jw5Q7jT8FI2_4FewKCvBRNWGRBIGV9rFYaFK2cM2A/edit
<https://docs.google.com/document/d/1WzeLIT9Ma8LQv7Vid8gJrk1lk07IVueOYA0xviWbHfw/edit>
<https://docs.google.com/document/d/1bWBNFlqtJmqP01z0HkQloVjUNfQURuY977QepY87BE/edit?usp=sharing>
<https://docs.google.com/document/d/1WzeLIT9Ma8LQv7Vid8gJrk1lk07IVueOYA0xviWbHfw/edit?usp=sharing>
<https://docs.google.com/document/d/1DrflYtS9R6eu7YIFE-nEJRaplCnS-YqrUWK7sBgPiA/edit?usp=sharing>
<https://docs.google.com/document/d/1LWSinmKzaEeXuLDXT1A1pH0eYpvQxwdYI32w41AsP0s/edit?usp=sharing>
https://docs.google.com/document/d/1wtxeKRiQ6REH7nX_Dzhc99YDhoVpB0hB4iSV5X05GVY/edit?usp=sharing
https://docs.google.com/document/d/1b0g5EaowoZSox5L-dREU8930vQZH_cM40oXXuAKIAMg/edit?usp=sharing
<https://docs.google.com/document/d/1CYXOLvtyX4N1ldXQGHx5avX9itvtuoAvKev9xCMAC/edit?usp=sharing>
<https://docs.google.com/document/d/1k6Vpb9iAkuk5yHfqCcLpa0-zAzMcp1w2tjQspxSWaU/edit?usp=sharing>
<https://drive.google.com/file/d/0BxWch6B5or3bY1hUOEVWbFVxbFE/view>
<https://docs.google.com/document/d/1mW2NAYIWPgKzPnDU04FU9nZ0jLnExsGoP3rZaTtpWw/edit?usp=sharing>
<https://docs.google.com/document/d/1CrSsmruyu0KeIkqyYcu08bVikOtnQaM2jU0cKZZF2BDc/edit?usp=sharing>
https://docs.google.com/document/d/1imZyipsRagu1HgnzCCcfHmuQIEg4jaU4iS_k8BkoPPw/edit?usp=sharing
https://docs.google.com/document/d/1dopSSrG1ep5-BQPUJpaAO_wCTfMvAnk2R431ui-abk/edithttp://cepr.harvard.edu/files/cepr/files/1_leveraging_video_for_learning.pdf
http://cepr.harvard.edu/files/cepr/files/11a_teacher_video_selfie.pdf
<https://docs.google.com/document/d/1rzMlpMg071Qs3-ACZ3vHqCstzYOGRMvo2hp55XHk/edit?usp=sharing>
<https://docs.google.com/document/d/1GvpcBzTzUfn9WlsTall9iKw3wNMhcV5YA0Qz6qluXQ/edit?usp=sharing>
<https://docs.google.com/a/oceansideschools.org/document/d/1P8fMZ5v1L5FB-uULvJ5z54yFthCuNaXvD0u6EzSsRzU/edit?usp=sharing>

text links:

<http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf>
<http://accomplishedteacher.org/>
<https://drive.google.com/open?id=0BxWch6B5or3bY1hUOEVWbFVxbFE>
https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cndMbhAgM3Eo0/edit
<https://drive.google.com/open?id=0Bvqj3YI9Zm7VGRWUk13SxShNVk>
<http://www2.phyilstu.edu/pte/Architecture3.pdf>
https://docs.google.com/document/d/1iXskUjgLNlr4fOFSTNV_3TWi6M3JHTFMLB-deQQL6Q/edit
<https://www.mindtools.com/CommSkll/ActiveListening.htm>
<https://drive.google.com/file/d/0Bvqj3YI9Zm7NHHmLVzSFhYcWM/view>

Suggested links (including ATLAS): Included in individual conversation frameworks.

Discussion Purpose/Summary:

As with most professions, teaching requires practitioners to remain open, eager for, and dedicated to the pursuit of continuous growth. Because they work in a field marked by evolving questions and an expanding body of research, teachers possess a professional obligation to become perpetual students of their craft. Accomplished educators seek to expand their repertoires, deepen their knowledge and skills, and become wise in rendering judgments. They remain inventive in their teaching, recognizing the need to welcome new findings and extend their learning as professionals. Accomplished teachers are ready to incorporate ideas and methods developed by other educators to support their instructional goals-- namely, the advancement of student learning and the improvement of the practice. What exemplifies excellence, then, is a reverence for the craft, a recognition of its complexities, and a commitment to lifelong learning and reflection.

UbD Template — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results

Established Goals

What relevant goals (e.g., core propositions, National Board standards, possible learning outcomes) will this design address?

- Reviewing evidence of Core Proposition 4 in personal teaching practice
- Crosswalking Core Proposition 4 with National Board Reflection Standards
- Exploring Problems of Practice Rooted in Core Prop 4
- Discussing in a Roundtable on Problems of Practice Rooted in Core Prop 4
- Looking at Student Work
- Learning from Experience and Making Decisions Based in Reasoned Judgement
- Learning to Use Reflection to Enhance Practice and Increase Student Learning
- Thinking Systematically about Student Practice
- Videotaping and Reflecting for Continued Growth

Enduring Understandings

Participants will understand that...

- Teachers make different choices that test their professional judgment.
- Teachers use feedback and research to improve their practice and positively impact student learning.

Essential Questions

- How do the 5 Core Props allow us to discuss, analyze, and reflect on effective teaching practice regardless of subject/grade level?
- How can the NB Standards help teachers think systematically about their practice & learn from experience?
- What is a problem of practice?
- What impact can reflection on assessment have on student learning?

Participants will know...

Teachers think systematically about their practice and learn from experience in a variety of ways.

Participants will be able to...

- *Teachers will speak about and reflect on their teaching practice as seen through the language of Core Prop 4.*
- *Teachers will use Core Prop 4 and conversation to brainstorm ideas to implement in their classrooms.*
- *Teachers will be able to articulate the language of reflection in the accomplished teaching body of knowledge.*
- *Teachers will be able to plan action items to increase reflective practice.*
- *Teachers will be able to identify, discuss, and analyze problems of practice .*
- *Teachers will be able to explain how assessment is reflective practice.*
- *Teachers will be able to explore student work samples for patterns and trends and articulate these findings with a colleague.*
- *Teacher will reflect on teaching experiences and make pedagogical decisions based on their experiences to increase student learning.*

Stage 2: Determine Evidence for Assessing Learning

Performance Expectations:

- Through what authentic performance tasks will students demonstrate the desired understandings?
- By what criteria will performances of understanding be judged?
 - reflection (written and oral)
 - lesson plans examples
 - student work examples
 - professional work examples

Other Evidence:

- Through what other evidence (e.g., quizzes, tests, academic prompts, observations, homework, journals) will participants demonstrate achievement of the desired results?
- How will participants reflect upon and self-assess their learning?
 - active PLC participation in independent work, group work, and whole class discussion

Stage 3: Build Learning Plan

Learning Activities:

What learning experiences and instruction will enable participants to achieve the desired results? How will the design...

- Help participants know where the conversation is going and what is expected?
- Help faculty know where the participants are coming from (prior knowledge, interests)?
- Hook all participants and hold their interest?
- Equip participants, help them experience the key ideas and explore the issues?
- Provide opportunities to rethink and revise their understandings and work?
- Allow participants to evaluate their work and its implications?
- Be tailored (personalized) to the different needs, interests, and abilities of learners?
- Be organized to maximize initial and sustained engagement as well as effective learning?

Facilitators will learn and eventually know the specific needs of their students and tailor the lesson to meet their needs (i.e.: if the group is homogenous, then a video reflecting that group should be chosen). Activities can and should be adjusted to best meet the needs of the group. Facilitator should gently encourage and use probing questions to get teachers to dig deeper into their practice as needed. Facilitator needs to create and foster a safe place for collegial sharing of student work and video of classroom practice.



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 1: Core Proposition 4 an Evidence Review

Brief Description: In this lesson, teachers will baby-step into a deep dive into the language of Core Proposition 4.

“Teachers think systematically about their practice and learn from experience...Teachers make difficult choices that test their professional judgement...Teachers use feedback and research to improve their practice and positively impact student learning.”

What Teachers Should Know and Be Able to Do, pg. 30

Protocols Included: Whole class discussion, Fishbowl, Close reading

Outcome-based objectives:

Objectives
Teachers will speak about and reflect on their teaching practice as seen through the language of Core Prop 4.
Teachers will use Core Prop 4 and conversation to brainstorm ideas to implement this week in their classroom.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<i>In PLC:</i> Teachers need access to What Teachers Should Know and Be Able to Do. This can be electronic access or the facilitator can provide copies.

Process:

Steps and Time	Notes, suggestions, materials, etc.
View video clip. How do the 5 Core Propositions encompass what teachers should know and be able to do? How do the 5 Core Props allow us to discuss, analyze, and reflect on effective teaching practice regardless of subject/grade level? (5 minutes)	Video Clip (choose 1): https://www.youtube.com/watch?v=HlD6tm4HsvA https://www.youtube.com/watch?v=J4o20MgLqg
Write Core Proposition 4 on the board:	



Accomplished Teaching Series



<p>Teachers think systematically about their practice and learn from experience.</p> <ul style="list-style-type: none"> • What are the key verbs in Core Proposition 4? • What does it mean to think systematically and learn from experience? • How does this show up in your daily teaching practice? Elicit specifics. • What is the outcome/ impact of thinking systematically and learning from experience? <p>(10 minutes)</p>	
<p>Fishbowl with Inner/Outer Circle:</p> <ul style="list-style-type: none"> • Inner circle will offer commentary about how this appears in teaching practice. <ul style="list-style-type: none"> ○ Facilitator sets a timer that gives enough time for everyone to speak once (and makes sense time-wise with the number of participants) • Outer circle will listen and ask questions of the inner circle. <ul style="list-style-type: none"> ○ Facilitator offers less time for the Q&A section. <p>(15+ minutes)</p>	<p>The sentences for both rounds come from the CP 4 headers in the What book. Facilitator: Round 1: Write on the board: Teachers make difficult choices that test their professional judgement. Round 2: Write on the board: Teachers use feedback and research to improve their practice and positively impact student learning.</p>
<p>View video: Jot responses to: How can teachers articulate and deepen their reflection? (10 minutes)</p>	<p>https://www.teachingchannel.org/video/s/teacher-practice-growth-reflection</p>
<p>Instruct teachers to turn to p. 30-33 of “What Teachers Should Know and Be Able to Do.”</p> <ul style="list-style-type: none"> • Read through this core proposition. Note key verbs from each section. • List specific evidence of this core proposition from your teaching practice. • Use the language from this reading to brainstorm ideas that you can implement this school year. <p>(20 minutes)</p>	<p>What Book Links: (whole PDF to print) http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf (clickable website version) http://accomplishedteacher.org/</p>

Source(s): See links in right hand column

Connections and Extensions: *With this group:* How might teacher reflection encourage deeper student reflection? Atlas case #1236: <https://atlas.nbpts.org/cases/1236/>

With an NBC Cohort: Begin reading and annotating your certificate-area standards, annotate for key verbs and make margin notes about what you already do in your teaching practice and ideas from the standards that you can implement this year.

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Accomplished Teaching Series~Lesson 5

Core 4: Topic 2: Crosswalking Core Proposition 4 with National Board Reflection Standards

Brief Description: Teachers will compare the NYS Standards, the language for Core Proposition 4, the National Board Reflection Standards, and walk away with ideas to increase reflection in their teaching practice.

“Accomplished teachers seek opportunities to cultivate their learning. As savvy students of their own teaching, they know the value of asking colleagues, administrators, and other educators to observe them and offer critiques of their instructional practices.”

What Teachers Should Know and Be Able to Do, pg 34

Protocols Included: Whole class discussion, Close reading, Think-Share

Outcome-based objectives:

Objectives:
Teachers will be able to articulate the language of reflection in the accomplished teaching body of knowledge.
Teachers will be able to plan action items to increase reflective practice.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

Candidates need their certificate area standards and facilitator needs to provide the reflection standards bundle.
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Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Present PPT slide with CP 4. How can the NB Standards help teachers think systematically about their practice & learn from experience?	~5 min
Facilitator-Led Discussion: Read across each row’s NYS Standard & CP 4 description. Pause after each row, <ul style="list-style-type: none"> Circle the verbs 	Distribute this handout: https://docs.google.com/document/d/1sSTTmemUdQ1rK4eOA3CreSHvJzheXs_jet9iIGbIRc/edit?usp=sharing



Accomplished Teaching Series



<ul style="list-style-type: none"> • How do these actions demonstrate this NYS Standard? • What differences do you notice between this Core Proposition and the correlating NYS Standard? • How might knowledge of this CP inform conversations that you have with your supervisor regarding your observations? 	~20 min
<p>Reflection Clip & Discussion</p> <ul style="list-style-type: none"> • How can purposeful reflection impact your teaching practice? 	<p>Clip Link: https://www.youtube.com/watch?v=0glFJMYv1JY ~5 min</p>
Which quote resonates most with you. Turn and discuss.	
<p>Read standards in the Reflection Standards bundle for cert area, do the Words, Phrases, Sentences protocol</p> <p>Each will share with a group of 3-5; whip around one commonality you noticed and after listening to others what might be missing from your standard.</p>	~25 min
<p>Reflection is not a stand alone, it is embedded in all aspects of professional decision making, so now, looking at the AAT, where do you see the your words, phrases, and sentences applying in each aspect.</p>	~15 min
<p>Metacognitive Activity: select an image that captures your thinking about reflection and share out~5 minutes</p> <p>https://docs.google.com/document/d/1pWgxFFIUgsOg7J3-nttCvyn8tcf4RRgQeVKXdG2F8A8/edit?usp=sharing</p>	

Source(s): See right hand column above.

Connections and Extensions: Facilitator prompts continuing to close read standards by annotating for verbs and making margin notes about ideas to implement.

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs and modified (2018) by Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 3: Exploring Problems of Practice

Brief Description: In this lesson, teachers will learn how to identify problems of practice specific to Core Proposition 4 and root in specific evidence.

“Teachers also may face situations that cause them to reprioritize their goals based on reflection, resulting in the modification of their instructional plans.”

What Teachers Should Know and Be Able to Do, pg 32

Protocols Included: Close reading, whole class discussion, video analysis

Outcome-based objectives:

Objectives
Teachers will be able to identify, discuss, and analyze problems of practice specific to CP 4.
Teachers will be able to discuss their reflection practice.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<i>Before Conversation:</i> Teachers pre-read this article , annotating for <i>What is a problem of practice? What do problems of practice focus on?</i>
<i>In PLC:</i> Facilitator needs to bring copies of activity handouts found in right hand column.

Process:

Steps and Time	Notes, suggestions, materials, etc.
Facilitator elicits whole class response to the pre-reading. <ul style="list-style-type: none"> • What is a problem of practice? • What do problems of practice focus on? • What problems of practice might focus specifically on Core Prop 4: Teachers think systematically about their practice and learn from experience? 	Reading handout: https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cnDMbhAgM3Eo0/edit



Accomplished Teaching Series



<ul style="list-style-type: none"> ○ Facilitator jots these responses on the board as reference point for Atlas example discussion. (5 minutes) 	
<p>Let's try out analyzing CP 4 problems of practice. We are going to watch a video clip of a middle school physical education teacher. As you watch the video, jot notes as you observe evidence about how this teacher thinks systematically about his practice and learns from experience.</p> <ul style="list-style-type: none"> ● Is reflection readily obvious to observers? (25 minutes) 	<p>Atlas link: https://atlas.nbpts.org/cases/12/</p>
<p>This handout captures this teacher's reflection on his lesson. Read it and circle any evidence of how he reflected on his teaching practice and learned from experience.</p> <ul style="list-style-type: none"> ● What is the implication about reflection that we should consider when speaking with our supervisors about our reflective practice? <p>What are some keywords and/or sentence stems that you could use next week to increase your evidence of reflection in conversations about your teaching? (30 minutes)</p>	<p>Atlas</p> <p>Example Handout link: https://docs.google.com/document/d/1MyhjjQjB3guNFBSlphY08gFWBAc11QDzNAEPsXU6Pw/edit#heading=h.40kwce78uzn <u>u</u> **facilitator must collect back this reflection as it is directly from Atlas**</p>

Source(s): See right hand column for sources.

Connections and Extensions:

This activity can be completed with other Atlas videos chosen more specifically for the PLC audience. The Atlas handout can be remade and tailored to different video selections simply through a cut/paste from the Atlas Commentary Reflection.

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 4: Roundtable on Problems of Practice

Brief Description: In this lesson, teachers will brainstorm problems of practice rooted in Core Proposition 4, and dig into their personal teaching practice through freewrite sharing and probing questions.

“Teachers who are exemplars of careful, logical deliberation-considering purposes, marshaling evidence and balancing outcomes-are mre likely to communicate the importance of critical thinking to their students and demonstrate how it is accomplished.”

What Teachers Should Know and Be Able to Do, pg 33

Protocols Included: Deciding on a Problem of Practice from the Teaching Channel’s Playbook
Freewrite, probing questions, whole class discussion

Outcome-based objectives:

Objectives
Teachers will be able to describe problems of practice relative to Core Proposition 4.
Teachers will encourage each other to dig deeper into their reflective practice.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<i>In PLC:</i> Facilitator needs to bring post-its and copies of activity handouts found in right hand column.
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Process:

Steps and Time	Notes, suggestions, materials, etc.
Facilitator elicits whole class response to the pre-reading. <ul style="list-style-type: none"> • What is a problem of practice? • What do problems of practice focus on? • What problems of practice might focus specifically on Core Prop 4: Teachers think systematically about their practice and learn from experience? (5 minutes)	Reading handout (used in Lesson #3): https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cnDMbhAgM3Eo0/edit



Accomplished Teaching Series



<p>Facilitator asks all teachers to list (on Post-its) up to 3 problems of practice they would like to explore as a PLC.</p> <ul style="list-style-type: none"> Facilitator then elicits responses and organizes the post-ts (attempting to find patterns among responses). Facilitator designated tops 3-5 problems of practice, and the teachers vote on which they would like to focus on. (5 minutes) 	<p>Post-Its</p>
<p>Facilitator distributes Handout. Instructs everyone to write the topic on the top line. Then teachers will have 10 minutes to freewrite about this topic as it appears in their teaching practice. (10 minutes)</p>	<p>Activity Handout: https://docs.google.com/document/d/1WzeLIT9Ma8LQy7VId8gIRk1Ik07IVueOYA0xviWbHfw/edit</p>
<p>Facilitator cues each teacher to read his/her freewrite. Other teachers listen and jot probing questions - 1 per post it.</p> <ul style="list-style-type: none"> Post-its are read aloud. Teacher who read has first opportunity to respond, then group responds. (20+ minutes) 	<p>Post-Its</p>
<p>Facilitator cues everyone to turn to the back of the handout. Teachers will synthesize what resonated with them from today's session, and create 1-2 next steps to implement in their class this week and brainstorm evidence of this implementation.</p> <ul style="list-style-type: none"> Teachers may choose to film or write evidence of this implementation. (10 minutes) 	

Source(s): See right hand column for sources.

Connections and Extensions: Teachers pre-read this article for Lesson #3, annotating for *What is a problem of practice? What do problems of practice focus on?* If this lesson is done without Lesson #3, then teachers should pre-read this to gather necessary pre-knowledge.

https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cnDMbhAgM3Eo0/edit

Continue the conversation with ideas from this video:

<https://www.teachingchannel.org/videos/problem-of-practice>

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator's Guide to Exploring Accomplished Practice

Topic 5: Learning from Experience: Making Decisions Based in Reasoned Judgement

Brief Description: Participants will discuss the identification of instructional weaknesses and the importance of reflection in setting next steps.

“Accomplished teachers may forge a variety of successful plans to balance rival objectives but their decision invariably will be grounded in established theories and reasoned judgement born of experience..”

What Teachers Should Know and Be Able to Do, pg 32

Protocols Included: Think - Pair - Share, 3-2-1, Whole Group Share Out

Outcome-based objectives:

Objectives
Teachers will be able to identify areas of weakness in a lesson and determine the basis of the weaknesses.
Teachers will be able to reflect on the practice of another teacher to analyze how they use reasoned judgement and experience to design lessons
Teachers will be able to evaluate the importance of reflection in accomplished teaching.

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

Internet access, smartboard or screen, teachingchannel.org, pens, paper, highlighters

<i>Before Conversation:</i> Facilitator should Watch the video When a Lesson Goes Wrong , make a copy of each handout for the participants.
<i>In PLC:</i> Make sure everyone has a highlighter, and a pen.

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Facilitator warms up the group with a quick lightning round of questions asking each person to answer three questions with 6 words: What Instructional challenges do you face in your classroom? How do you plan for that? What role does experience and reflection play in helping you make effective professional choices? (3-5 minutes)	Transition from these questions, to talking about Sarah Brown Wessling, an NBCT and NSTOY (National State Teacher of the Year) who videotaped and then reflected on a lesson she did that went terribly wrong. Hand out Activity Handout and ask them to pre-read. Activity Handout



Accomplished Teaching Series



<p>Watch the Teaching Channel video: When a Lesson Goes Wrong (16 min)</p>	
<p>Ask the teachers to fill out the Activity Handout. (10 minutes)</p>	<p>Let them know that their work will be shared with their elbow partner. Elbow partner's will be asked to read their responses and highlight actions or descriptions that reflect reasoned judgement or decisions made with the students in mind, with a highlighter.</p>
<p>Have them turn to their elbow partner and share their answers by handing their written work over to be read by the partner. (10 minutes)</p>	<p>Participants will now read the answers written by their partners and highlight actions or descriptions that reflect reasoned judgement or decisions made with the students in mind.</p>
<p>Ask participants to compare their highlighted portions with one another. (5 minutes)</p>	<p>3-2-1 Protocol After reading your partner's work, share with your partner: 3 things you learned, 2 things you found interesting, 1 question you still have about what you read.</p>
<p>Facilitators asks the whole group the following questions: After doing the activity what do you notice about Sarah Brown Wessling's decision making? What if any, patterns have emerged? Based on what you learned from looking at this video, why does the data reveal that reflective practitioners more effective? (10 minutes)</p>	
<p>Facilitator cues everyone to turn to the Closing Activity Handout. Teachers will synthesize what resonated with them from today's session, and create 1-2 next steps to implement in their class this week and brainstorm evidence of this implementation.</p> <ul style="list-style-type: none"> Teachers may choose to film or write evidence of this implementation. <p>(5 minutes)</p>	<p>Closing Activity Handout</p>

Source(s): Teaching Channel: www.teachingchannel.org

Connections and Extensions: For further reading and discussions participants might like to read: Inl, T. (2016, June 3). [Does Teaching Experience Increase Teacher Effectiveness?](#) A Review of the Research. Retrieved August 27, 2017, from

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 6: Learning to Use Reflection to Enhance Practice and Increase Student Learning

Brief Description: Participants will watch how an accomplished teacher goes through the process of reflection and adjustment. They will learn how to use what they know from experience, and reasoned judgement and recent research and pedagogy to create lessons that enhance student learning.

“Accomplished teachers may forge a variety of successful plans to balance rival objectives, but their decision invariable will be grounded in established theories and reasoned judgment from experience.”

What Teachers Should Know and Be Able to Do, pg 32

Protocols Included: Think - Pair - Share, Affinity Mapping Protocol

Outcome-based objectives:

Objectives
Teachers will be able to understand and evaluate the connection between what students need, and the lessons they create.
Teachers will be able to reflect on their own practice to analyze how they use reasoned judgement and experience to design lessons
Teachers will be able to evaluate the importance of reflection in accomplished teaching.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i></p> <ul style="list-style-type: none"> ● Facilitator should watch the video Teacher’s Cut: When a Lesson Goes Wrong ● Facilitator needs to hang up chart paper around the room, one paper for each of the small groups you create. ● Distribute magic markers to each group. ● Make copies of the handouts - one for each participant.
<p><i>In PLC:</i></p> <ul style="list-style-type: none"> ● Make sure each participant has a highlighter, pen and post-it notes (10-15)



Accomplished Teaching Series



Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Facilitator Focuses the participants asking these questions: Picture in your head, a time when a lesson you planned went wrong. What did you do? Why? What impact did your changes have the next time you taught the lesson? (5 minutes)	Whole Group Share Out
Facilitator introduces the video and hands out the video questions. Ask participants to pre-read the questions before they watch the video. (20 minutes)	Watch the Teaching Channel video: Teachers Cut: When a Lesson Goes Wrong
Ask participants to fill out the handout. Turn to a partner and share answers. (5 minutes)	Video Handout for: Teacher's Cut: When a Lesson Goes Wrong
What can we learn from Ms. Wessling about reflecting on your practice? (15-20 minutes)	Affinity Mapping Directions can be found on this link.
Now let's think about your practice. Ask Participants to take a few minutes to fill out the activity handout Part II. (8-10 minutes)	Part II Activity Handout
Closing: Thinking about what you wrote in the Part II Activity Handout Write one or two changes on the back of this sheet that you will do this week as a result of your learning and understanding from this lesson. (2-3 minutes)	

Source(s): See right hand side of Process Chart for Sources

Connections and Extensions: For further reading and discussions participants might like to read:

Danielson, L. (2009). Fostering Reflection. Educational Leadership, 66. Retrieved August 27, 2017, from: <http://www.ascd.org/publications/educational-leadership/feb09/vol66/num05/Fostering-Reflection.aspx>

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series 2: Lesson 4*

Core 4: Topic 7: Thinking Systematically about Student Practice

Brief Description: Monitoring student progress is not limited to formative and summative assessments, it is also about observing the students work in the learning environment as they process an idea or concept while working toward understanding. In addition, the ability to observe and collect this information on student progress is dependent on the learning environment established by the accomplished teacher..

Accomplished teachers develop strategies that capitalize on students’ varied backgrounds and use diversity to enrich the learning environment.

What Teachers Should Know and Be Able to Do, pg. 15

Protocols Included: Whole Group Discussion, Turn and Talk, Merry Go Round, Placemat and Round Robin Protocols

Outcome-based objectives:

Objectives
<i>Teachers will learn how to observe students as they process an idea or concept while working toward understanding.</i>
<i>Teachers will be able to plan and prep for lessons and assessments based on these observations.</i>
<i>Teachers will share ideas and methods they have developed to assess students through observation.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

Distribute Chart Paper around the room on the walls. Distribute magic markers into each group.

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Whole Group Brainstorm: How do you capitalize on students’ varied backgrounds and use diversity to enrich the learning environment?	Facilitator will ask for a recorder to write down all of the ideas contributed in this lightning round.



Accomplished Teaching Series



<p>Merry Go Round Protocol: Merry Go Round Protocol Each participant takes a very quick turn sharing with the whole group (or small group depending on the PLC size) a thought or reaction to to this question. Responses should be quick 1–5 word phrases in order to keep it going quickly and keep thoughts concise.</p>	<p>~10 minutes</p>
<p>Ask a volunteer to summarize what was contributed. Are there any noticeable patterns? What are the commonalities?</p>	<p>Chart Paper ~10 minutes</p>
<p>Practicing New Categories in Critiquing Images Case 1262 <i>Watch 05:53 - 07:40</i> <i>Watch 12:00 - 15:02</i></p>	<p>ATLAS Clips ~8 min</p>
<p>Quiet read of the Learning Environment standards: Read-Share-Inquire protocol After reading each page of the individual’s standards, stop, share key point or connection; Partner paraphrase and ask: And what makes that important to you? Change roles and go to next page.</p>	<p>Learning Environment Study Bundle ~20 min</p>
<p>Whole group discussion: How does the learning environment impact your ability to assess student learning? What changes might you make to better foster a safe learning environment? ~12 min</p>	

Source(s): See the right hand side of the process column.

Connections and Extensions: NA

Activity documented by: Erin Gilrein, NBCT & Jennifer Wolfe, NBCT and modified (2018) Colleen McDonald, NBCT and Rita Floess, NBCT



Accomplished Teaching Series



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 8: Analyzing and Reflecting on Student Learning

Brief Description: In this lesson, teachers will examine how student learning needs are reflected in data, and how teachers can collaborate with other educational stakeholders to assess student learning needs and assist students in learning.

“On a continual basis, accomplished teachers monitor the progress of individual students, evaluate classes as learning collectives, and examine their practice in relation to their students and their classes.”

What Teachers Should Know and Be Able to Do, pg. 28

Protocols Included: Close reading, annotation, Four As Protocol, Warm & Cool Feedback, Video Analysis, Whole group discussion

Outcome-based objectives:

Objectives
<i>Teachers will be able to analyze the pre-reading text by discussing assumption, argument, agree, and aspire.</i>
<i>Teachers will be able to articulate evidence of student learning and room for improvement.</i>
<i>Teachers will reflect on their own teaching practice and how data and collaboration can have an impact on student learning.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i> Teachers read the article below, annotating for: What Assumptions does the author of the text hold?; What do you Agree with in the text?; What do you want to Argue with in the text?; What parts of the text do you want to Aspire to?</p> <ul style="list-style-type: none"> • https://drive.google.com/open?id=0ByqIj3YI9Zm7NHhmLVizSFhYcW
<i>In PLC: See righthand column</i>



Accomplished Teaching Series



Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<p>In a round, facilitator has each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.</p> <p>Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.</p> <p>What does this mean for our work with students?</p>	<p>Text Conversation Protocol: https://drive.google.com/open?id=0ByqJj3YI9Zm7LWpaQkZTdTfrSkE</p>
<p>What impact do teachers have on student learning?</p> <p>Facilitator cues up Atlas Case 77. As teachers watch, jot responses for this warm/cool feedback protocol:</p> <ul style="list-style-type: none"> • What is effective impact does this teacher have on student learning? • What probing questions might you ask this teacher to encourage her to effectively reach more students? 	<p>Atlas Case 77 https://atlas.nbpts.org/cases/77/</p> <p>Warm/Cool Feedback Protocol</p>
<p>Distribute the Student Learning Handout.</p> <p>Teachers individually complete A & B on the front of the handout..</p> <p>Return to whole group:</p> <ul style="list-style-type: none"> • Elicit: How can a close look at various data points help you understand and positively impact student learning? 	<p>Activity Handout: https://docs.google.com/document/d/1dopSSrG1epI5-BQPUJpaAO_wCTfMVnAk2R431uj-abk/edit</p>
<p>Whole group:</p> <ul style="list-style-type: none"> • What do you typically do with data once you have it? • How might you increase your reflection on data? <p>Teachers individually complete C, D, & E on the back on the handout.</p> <p>Whole group share out:</p> <ul style="list-style-type: none"> • How does student learning have an impact on professional learning? 	
<p>Exit ticket: Close your eyes and envision that student that concerns you with his/her student learning. What can you do or with whom can you collaborate to have a positive impact on this students’ learning?</p>	

Source(s): See *right hand column*

Connections and Extensions: This can be used as an introduction to Component 4. Leadership, Center For Educational. " Creating a Theory of Action Tool." *Creating a Theory of Action Tool*. Web. 05 Aug. 2017. Retrieved from <http://info.k-12leadership.org/creating-a-theory-of-action>

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 9: Looking at Student Work

Brief Description: In this session, teachers will closely examine student work samples for patterns and trends among their assessment practice.

“...accomplished teachers are dedicated to ensuring that they [students] all increase their knowledge, strengthen their skills, and expand their abilities.”

What Teachers Should Know and Be Able to Do, pg 31

Protocols Included: Vertical Slice protocol, active listening, whole class discussion

Outcome-based objectives:

Objectives
<i>Teachers will be able to explain how assessment is reflective practice.</i>
<i>Teachers will be able to explore student work samples for patterns and trends and articulate these findings with a colleague.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i></p> <ul style="list-style-type: none"> Teachers need to come to class with a variety student work samples from high, average, and low performing students and read Guidelines for Looking at Student Work: https://drive.google.com/open?id=0ByqJj3YI9Zm7VGRWUk3SXhsNVk
<i>In PLC:</i> Facilitator needs to prepare with knowledge of vertical slice protocol to teach to participants.

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Facilitator opens session with these questions: <ul style="list-style-type: none"> Where does assessment of student work occur within the Architecture of Accomplished Teaching? In what ways does assessment of student work illustrate Core Prop 4: Teachers think 	Facilitator displays the Architecture of Accomplished Teaching on the board: http://www2.phy.ilstu.edu/pte/Architecture3.pdf



Accomplished Teaching Series



<p>systematically about their practice and learn from experience?</p> <ul style="list-style-type: none"> • What impact can reflection on assessment have on student learning? (5 minutes) 	
<p>Facilitator distributes and reviews the Vertical Slide Protocol, explains the protocol. Teachers will work in pairs,</p> <p>Swap student work samples, and complete the protocol on each other's student work.</p> <p>(5 minutes)</p>	<p>Vertical Slice protocol: https://docs.google.com/document/d/1iXskUfgLNlr4IOFSTNV_3TWi6M3JHTFMLb-deQQL6Q/edit</p> <p>*If the group happens to be all the same grade level or building, it may be interesting for the facilitator to have the teachers bring similar assignments to examine trends across grades or disciplines (i.e.: each grade's paragraph response to literature; each subjects research paper).</p>
<p>Facilitator cues 15 minutes of silence. Teachers swap papers and complete the protocol on their partner's work.</p> <p>Facilitator circulates and answers questions.</p> <p>(20 minutes)</p>	<p>** for time constraints, partners can swap and read in one session, and complete conversations in next session **</p>
<p>Facilitator cues end time.</p> <p>Facilitator contextualizes active listening sharing time: each teacher in the pair will have 3 minutes to review findings with his/her partner. Partner must only listen and/or jot notes, but cannot respond or qualify his/her work. After the share is over, the listener will have 2 minutes to practice reflective listening by using sentence starters such as: <i>what I heard you say was....</i> ; and <i>what did you mean when you said....?</i></p> <p>Partners swap and repeat protocol.</p>	<p>For more on active listening, check out: https://www.mindtools.com/CommSkll/ActiveListening.htm</p>
<p>When protocol is complete, facilitator asks group:</p> <ul style="list-style-type: none"> • What have you learned from this process? • What trends and/or patterns have you observed? • How could a close examination of student work impact student learning? • How can you apply this to your teaching practice this week? 	

Source(s): Vertical Slide from the National School Reform Faculty

Connections and Extensions: The conversation about student feedback could be extended with any Atlas video about student feedback and questions like- how might this teacher's feedback improve with implementation of the vertical slide protocol?

https://atlas.nbpts.org/cases/?order_by=title&view_mode=list_view&search=student+feedback

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 10: Videotaping and Reflection

Brief Description: Inviting Colleagues to observe and offer critiques of instructional practices.

Accomplished teachers...invite colleagues to observe and offer critiques of instructional practices. This is done because they are open and eager for, and dedicated to the pursuit of continuous growth. Accomplished teachers know that their practice only improves with this opportunity to share teaching practices with colleagues, as both the teacher and the observer discuss instructional moves and the impact of these decisions on teacher effectiveness and student achievement.

What Teachers Should Know and Be Able to Do, pg. 32

Protocols Included: Whole Group Discussion, Four A’s Protocols, Teacher Video Selfie, Written Reflection based on Videotaped Lesson, Teacher Rounds Model

Outcome-based objectives:

Objectives
<i>Teachers will learn how to observe and reflect on their teaching practice from videotaped lesson.</i>
<i>Teachers will learn how to discuss their work with colleagues for the purpose of improving their practice.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

All handouts from the right hand column of the process section, pens, paper, devices for watching videos, headsets, print out of Teacher Video Selfie Model for each participant., warm and cool feedback protocols, the instructional context sheet, and the Chart for recording their observations of their video.

<p><i>Before Conversation:</i> Assign all participants in this lesson this article from The Center for Education Policy Research. Leveraging Video For Learning</p> <ul style="list-style-type: none"> • Each participant will come with their article highlighted and annotated. • Each participant will have at least one 15 minute video of their classroom lesson. Ask participants to videotape the part of their practice they would like to improve.

<p><i>In PLC:</i> Set up the room so that teachers can self-select a partner and sit away from others, but next to each other to watch and listen to the video (with headphones)</p>
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Accomplished Teaching Series



Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<p>Whole Group Discussion on Article read before the PLC Met. Facilitator will run the Four A's Protocol for discussing text from Lesson # (10 minutes)</p>	<p>Four A's Protocol for Discussing Text</p>
<p>Facilitator will ask participants to open up Teacher Video Selfie and read the steps to analyzing video (facilitator may want to create a powerpoint using the slides on analysis of video from this reading instead of having the participants do it on their own.)</p> <p>Either way, bring everyone together to give folks a chance to ask clarifying questions. Then ask Teachers to watch their video and fill out the V video Self-Reflection Chart. (20 minutes)</p>	<p>Teacher Video Selfie (ask participants to go to page 6 for the overview of the process they will engage in as they watch their video.)</p> <p>Video Self-Reflection Chart</p>
<p>Make sure each teacher comes with an instructional context sheet filled out for their partner to better understand the students in the room.</p> <p>Teacher and observer watch each other's video and participate in warm and cool feedback of each other's work. (25 minutes)</p>	<p>Instructional Context Sheet</p> <p>Warm and Cool Feedback Protocol for observing teaching videos.</p>
<p>Closing: Facilitator asks the participants to respond on paper to the following three questions:</p> <ul style="list-style-type: none"> • What do you think about peer review...? • What was different about peer review with video than your other observations...? • What will you decide to do as a result of the warm and cool feedback you received today...? <p>Facilitator Reflects: The presenter reflects on the group's discussion about what made this so successful. The group then discusses briefly how what they have learned might be applied to all of their work. (5 Minutes)</p>	

Source(s): [The Center for Education Policy Research, Harvard University](#)
[The Best Foot Forward Project](#)
[Leveraging Video for Teacher Learning](#)

Connections and Extensions: [The Best Foot Forward Project](#)

Activity Documented by: Erin Gilrein and Jennifer Wolfe, NBCTs

For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification. There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

STANDARDS STUDY Reflection

National Board Professional Teaching Standards



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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
Standard IX: Assessment, Evaluation, and Reflection on Teaching and Learning	
OVERVIEW: Accomplished teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress, their own teaching, and their programs.	
<p>Accomplished art teachers are reflective; they regularly monitor, analyze, and evaluate their teaching and student progress in order to expand their knowledge and strengthen their practice. They use a variety of assessment and evaluation methods, encourage student self- and peer assessments, and effectively report assessment and evaluation results to students, families, colleagues, policy makers, and the public.</p>	
<p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students is an important guide to short- and long-term decision making. Teachers assess students on an ongoing basis and are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice.</p>	
<p>Teachers Understand the Design, Principles, and Purposes of Assessment</p>	
<p>On the basis of a sound knowledge of measurement theory and principles, accomplished teachers use a variety of assessments for different purposes in collecting and communicating information about their students, their instruction, and their programs in general. They know how to select, construct, design, and adapt various assessment methodologies to use in diagnosing and evaluating student learning. They constantly adhere to principles of equity, fairness, validity, reliability, and equal opportunity in assessment situations. Their evaluation methods provide students opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do, how to make good choices in delivering instruction, what types of assessments will best determine how well students have learned, and how to analyze data in various ways to decide what revisions, adaptations, or adjustments in instruction must occur to promote additional learning.</p>	
<p>Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods for various purposes. Before beginning a new unit, teachers might assess students' prior knowledge about the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic</p>	

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development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to determine overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and for graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use assessments to acquire information about student achievement and to improve instruction. Their primary goal in the use of assessments is to improve the effectiveness of their teaching practice.

Most classroom assessments are used to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. Through assessment, teachers identify both strengths and areas for continued development. Accomplished teachers know that good assessment is also a tool for learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, projects, or class presentations. They gauge students' ability to ask good questions, challenge assumptions, take risks, and initiate projects and activities. They understand that good assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together.

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques and know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of the evaluation. They clearly understand the necessity for the alignment of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods of evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, rating scales, questionnaires, surveys, journals, performance tasks, portfolios, videotapes, demonstrations, and exhibitions. Teachers also utilize more traditional methods such as selected-response, short-answer, and essay or extended-response methods, among others. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types

of questions that will enable students to talk reflectively about their own artwork. They ask the same kinds of probing questions as they talk individually with students who are working independently. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight, understanding, and appreciation of artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. Therefore, they realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers examine the affective and expressive characteristics of student work in order to determine both the quality of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in the work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, constructive feedback to all students. They know that praise given appropriately can increase motivation and boost self-esteem and confidence; therefore, they look for ways to celebrate each student's accomplishments. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. They use data from various assessments to help students understand and to guide them as they progress. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement.

Teachers draw on their knowledge of students' backgrounds and unique abilities to help students learn to recognize their own accomplishments. (See Standard II— Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV— Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Accomplished teachers ensure that students know where they are in the continuum of growth over time and help them to understand their own

achievement and progress toward goals. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning and Standard I—Goals of Art Education.)

To support students throughout their learning, accomplished teachers meaningfully communicate with parents and others. They communicate clearly, promptly, and regularly to parents and guardians about the progress students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways for including parental insight in the assessment process. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Promote Student Self-Assessment

Accomplished teachers help students become adept at self-assessment. Teachers help students learn to be active participants in assessing their own progress. Teachers clearly communicate their expectations so students can judge how their work meets those criteria. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students’ assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own personal progress toward these goals. Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of children at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success.

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues such as race, ethics, justice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed concepts of gender, beauty, or compassion. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time.

Teachers Are Reflective and Examine Their Practice Systematically

In order to extend their knowledge, perfect their teaching, and refine their evolving philosophies and goals of art education, accomplished art teachers consider reflection on their practice central to their responsibilities as professionals. (See Standard I—Goals of Art Education.) For such teachers, every class and each individual learning

experience provide opportunities for reflection and improvement. When things go well, they try to determine why the class succeeded and how to adapt the lessons learned to other units of instruction. When things go poorly, they assess how to avoid such results in the future. In the way they assess work in progress and the final products of their students, teachers evaluate themselves as well. They analyze the effects of various teaching strategies and judge the relative merits of these strategies in relation to their own particular circumstances. They regularly examine their strengths and weaknesses and employ this knowledge in their planning. (See Standard V—Curriculum and Instruction.)

Accomplished teachers distinguish themselves with their capacity for ongoing, objective self-examination; their openness to innovation; their willingness to experiment with new pedagogical approaches; and their readiness to change in order to strengthen and improve their teaching. Reflecting on one's practice is not only a salient feature of accomplished teaching, it is a cornerstone of the art process itself.

In their quest to improve their practice, teachers consult a variety of sources of information, assistance, and ideas. Conversations with students about the quality and climate of the classroom and interactions within it provide teachers with insight and direction. Teachers assess classroom climate by monitoring interactions of various kinds or through observations, discussions, and the use of tools such as surveys or inventories. They carefully analyze input received from formal and informal interactions with parents, guardians, students, colleagues, and others. These observations and discussions influence them as they reflect on their planning, monitoring, assessment, and instructional techniques.

Teachers participate in a wide range of reflective methods. They might keep a journal of how their own personal biases affect their teaching, conduct research in their classrooms, or collaborate with educational researchers to examine their practice critically. Such reflection heightens awareness, reinforces teacher creativity, stimulates personal growth, and enhances professionalism. Accomplished teachers are models of educated individuals, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge. They exemplify high ideals and embrace the highest professional standards in assessing their students, practice, curricula, and programs. Ultimately, self-reflection contributes to the depth of teacher knowledge and skills and adds dignity to their practice.

Teachers Evaluate Their Programs

In order to understand fully their effectiveness as teachers, accomplished art educators evaluate their overall programs. Not only do they want to continuously monitor the alignment and effectiveness of curriculum, instruction, and assessment; they are interested in feedback regarding classroom management and climate, collaborations, and success in general. They adapt their evaluations to serve program or school-wide goals in order to meet the more general goals of education. (See Standard I—Goals of Art Education.) They know how to communicate assessment

information to administrators, school board members, and others in the community who have an interest in their schools. They understand the importance of such communication not only for clear demonstration of student progress but also to educate others about the breadth and depth of art content, a rigorous body of disciplinary content knowledge that can be taught, learned, and evaluated with validity and reliability. Teachers skillfully interpret and present data, whether summative or formative, and always take care to ensure that all information is valid, meaningful, understandable, and well connected to their instructional goals and the goals of the school.

When appropriate, accomplished art teachers evaluate student progress in relation to school, district, or state data to determine how well they are progressing toward achievement of content standards. They also view external assessments such as the ***National Assessment of Education Progress (NAEP) 1997 Arts Report Card***¹ as valuable resources for use in examining their programs and as rich sources of different assessment models. They honor the ethical and legal responsibilities of keeping student information confidential and model and encourage similar professional behavior among their colleagues.

Teachers Continually Refine Their Practice through Study and Self-Examination

Teachers stay abreast of current research, trends, processes, and information through activities such as reading professional journals, actively participating in related organizations, continuing their professional development through graduate coursework and other means, observing other accomplished teachers and accomplished artists, and collaborating with colleagues and other professionals.

Accomplished teachers stay abreast of significant developments, new findings, and debates in their field. They know it is essential for art professionals to be knowledgeable about issues pertinent to their discipline. Teachers consider the prevailing research findings about learning and intelligence. They evaluate the relevance of theories, emerging practices, current debates, and promising research findings to improve their teaching. They understand the major controversies in their field and know where they stand on these issues. Teachers have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, local artists, and community and school board members. (See Standard I—Goals of Art Education and Standard VIII—Collaboration with Families, Schools, and Communities.)

Accomplished teachers take responsibility for their own professional growth. They explore topics in which they have limited expertise and experiment with alternative materials, approaches, instructional strategies, technologies, and assessment techniques. Ongoing study provides support for the instructional decisions they make and for their abilities to articulate a cogent rationale for their actions. Continuous

¹ Persky, Hilary A., Brent A. Sandene, and Janice M. Askew. *The NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress*. Washington, D.C.: National Center for Education Statistics, 1998.

learning also contributes to their ability to be consistent and aggressive in seeking solutions to issues and problems in their practice.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VI: Assessment, Evaluation, and Reflection on Student Learning	
OVERVIEW: Accomplished art teachers understand the design, principles, and purposes of assessment; they regularly monitor, analyze, and evaluate student progress to inform their own practice.	
<p>Accomplished teachers realize that the primary purpose for assessment and evaluation is to support and inform teaching and learning processes. Although assessment can focus on student demonstrations of past knowledge, teachers know that assessment of students in the act of learning provides more opportunities to make a difference in their education. For gathering evidence of both past and current learning, teachers use a variety of assessment and evaluation methods and formats, encourage self and peer assessments, and report assessment and evaluation results effectively to students, families, colleagues, policymakers, and the public. (See Standard II—Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)</p> <p>Gauging student knowledge, understanding, and progress is essential to accomplished teaching. Consequently, regular observation and assessment of students are important guides to short- and long-term decision making about instruction. Teachers assess students on an ongoing basis but without undue disruption of the teaching process. They are adept at using a range of evaluation methods to examine and interpret student performance and work. The information they gather about the progress of individuals and the class as a whole allows them to evaluate the relative success of their instruction and serves as a guide for refining practice and programs in order to improve student learning. Such analysis is key to sound reflective practice. (See Standard X—Reflective Practice.)</p> <p>Teachers Understand Assessment Purposes and Principles</p> <p>Accomplished teachers use a variety of assessments for different purposes in collecting, analyzing, and communicating information about their students. They know how to select, construct, design, and adapt various assessment methodologies and instruments to use in collecting data, diagnosing, and evaluating student learning. Their evaluation methods provide students with opportunities to demonstrate knowledge through a variety of modes and by means of multiple measures. They clearly understand what students should know and be able to do; how to make good choices in delivering instruction; what types of assessments best determine how well students have learned; and how to analyze assessment data in various ways to decide what revisions, adaptations, or adjustments in curriculum and instruction must occur to promote additional learning. (See Standard V—Curriculum and Instruction.)</p>	

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Aware of the increasing demands for accountability in all areas of education, accomplished teachers are careful to employ a range of appropriate formative (ongoing, informal, supportive) and summative (final, formal, evaluative) methods to address the different kinds of information sought about student learning.

Assessment—the process of using formal and informal methods for gathering data to determine the growing artistic literacy of students—is a critical, ongoing component in the accomplished pedagogy of art teachers. Before beginning a new unit, teachers might assess students' prior knowledge and skills regarding the concepts to be delivered. In some programs, assessments are used for diagnostic or placement purposes. The general stages or levels of artistic development can serve as guidelines or expectations for student progress. In some systems, district and state assessments are administered to evaluate overall student achievement; to compare classroom, school, or district results; to determine merit or the need for remediation; and to determine graduation or promotion. Regardless of policies or contexts, accomplished art teachers know when and how to use various assessment methodologies to acquire information about student achievement and to improve instruction. They thoughtfully evaluate student learning, their instructional strategies, and their visual arts programs. (See Standard II—Knowledge of Students as Learners, Standard V—Curriculum and Instruction, and Standard X—Reflective Practice.)

Accomplished teachers know how to distinguish between evaluation and assessment. They understand that an evaluation is making a judgment about something, such as student learning outcomes, the curriculum, or their own teaching practice. On the other hand, assessment is a means to that end, namely, a strategy or a tool to help make evaluations. Assessment, as opposed to testing, suggests a wide variety of possibilities for types or kinds, especially qualitative examples or judgments. Assessment informs the practice of accomplished teachers and provides data upon which to make decisions for improvement; evaluation makes a judgment or assigns value.

Accomplished teachers know that good assessment is also a didactic tool for new learning. They use assessments that are instructional in nature and that enhance learning, such as performance tasks, portfolios, journals, or class presentations. They understand that quality assessment involves the dynamic interaction of student and teacher as they approach teaching and learning together. They use assessments as a means to increase student understanding. They are aware that later information about student progress is more significant than earlier data, and they weigh the latest and best knowledge about their students more heavily.

In valuing a variety of fair and equitable practices for different functions of assessment, responding to different types of knowledge and student learning styles when crafting assessment tasks, and collaborating with students on assessment issues, accomplished teachers have internalized a set of sound assessment principles. These assessment principles guide their teaching practice and improve its effectiveness. (See Standard III—Equity and Diversity.)

Teachers Assess Student Understanding and Growth

Teachers know that reflection often deepens insight into, understanding of, and appreciation for artwork and processes. Therefore, teachers help students reflect on their own art learning and monitor their own progress in creating and studying works of art. As educators, teachers foster reflective skills that enable students to manage their work in art independently. Teachers understand that creating art involves complex, recursive thinking processes that manifest themselves differently from one individual to the next. As a result, teachers realize that assessment of art learning must be flexible, and they stand ready with a range of effective strategies for evaluating student progress.

Teachers use most classroom assessments to gain perspective on the ability of students to understand and apply art concepts. Teachers monitor each student's engagement with various processes and techniques and the relative success of their products. Teachers also assess students' knowledge of art history and their ability to apply aesthetic criteria to their own work and the work of others. They gauge the abilities of students to ask probing questions, challenge assumptions, take risks, and initiate projects and learning experiences. Through assessment, teachers identify both strengths and areas for continued development. Teachers examine the affective and expressive characteristics of student work in order to determine both the quality and craftsmanship of the work and evidence of social and emotional growth on the part of the students; teachers also note the way peer interactions and personal development are reflected in each student's work. The broad range of assessment information teachers gather facilitates their overall evaluation of each student by multiple means.

Teachers provide immediate, substantive, and constructive feedback to all students. They know that when praise is given appropriately it can increase motivation and boost self-esteem and confidence, and they look for ways to celebrate the accomplishments of each student. When providing correction, they do so in a manner that does not diminish a student's sense of self-worth; they focus on progress toward a goal rather than on deficiencies. Teachers make sure that each student realizes that difficulties in understanding or performing at the expected level may be temporary and that the remedy might be a different approach, not resignation or acceptance of low achievement. They use data from various assessments to help students understand and to guide them as they progress. Teachers use all types of evidence to help them evaluate student growth and development. (See Standard IV—Content of Art.)

Teachers Use a Range of Assessment Tools

Accomplished teachers have a broad repertoire of assessment techniques, and they know how, when, and for what purposes to use them. They establish clear criteria for assessing student achievement. They understand the advantages and limitations of various assessment techniques—both formal and informal—and seek good matches among methods of assessment, instructional goals, and student abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus,

and purpose of the evaluation. They clearly understand the necessity for aligning of curriculum, instruction, and assessment. (See Standard V— Curriculum and Instruction.) Because they know that students have skills that will not emerge in certain settings or during the course of a single assessment, they use multiple methods for evaluation over time. Their knowledge of assessments includes rubrics or scoring guides, checklists, graphs, rating scales, questionnaires, surveys, journals, performance tasks, videotapes, demonstrations, exhibitions, and portfolios. They may also use more traditional methods, such as selected-response, short-answer, and essay or extended-response methods. Formal and informal critiques also provide valuable information. Additionally, accomplished teachers have numerous quick and easy formative strategies to elicit meaningful and immediate feedback about the performance of the class as a whole. They know that observations of students through formal and informal assessments, including writing, talking, demonstrating techniques and processes, and sharing knowledge and skills with other students, can show evidence of growth.

Teachers ask incisive questions and listen carefully during group discussions and individual conversations with students in order to assess how well students understand the central concepts being studied. They know how to formulate the types of probing or guiding questions that will enable students to talk reflectively and critically about their own artwork. Formal and informal critiques also provide valuable information. Teachers use all types of evidence to help them evaluate student growth and development.

Teachers Address Validity and Reliability Issues

Teachers recognize that validity and reliability issues affect their classroom assessment practices. They strive for goodness of fit of selected tasks for their assessment purposes and can defend their choices with sound reasons. They select assessment strategies that not only are authentic to the content area being assessed but also are direct measures of the behaviors being examined. They value assessment formats that are meaningful to students, yet challenging and cognitively complex, and they seek student involvement as well as that of colleagues in the design of such formats.

Teachers know that all assessments need to be straightforward and clear and that no student should be unsuccessful because of a lack of understanding about what is required. Accomplished teachers consider the intended and unintended consequences of an assessment prior to its implementation; that is, what tacit message does the assessment say about their art programming to students, families, and the field at large? How might the assessment influence or change future programming positively or negatively? Teachers constantly adhere to issues of equity and fairness in selecting, designing, and implementing assessments. They take the time to analyze and reflect on assessment results to see whether certain groups of students have performed differently from the rest and why. Accomplished teachers know how and when to strike an appropriate balance between depth and breadth of content in assessment preparation. Teachers recognize the importance of reliable assessment results and

have developed strategies for ensuring that derived assessment scores are accurate and consistent. They value clear and understandable scoring criteria and levels of achievement, multiple measures for assessing the same material, and periodic rechecking of scores during the scoring process. They seek out a second judge to verify assessment results when problems arise. If assessment outcomes are to be translated into grades, teachers know that their grading policies must be clearly understood by students and their parents. Accomplished teachers help students and parents interpret the results of standardized tests and other high-stakes assessments, emphasizing that these results represent only one type of data that can be used to evaluate student performance. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

Teachers Promote Student Self-Assessment

Knowledge of the backgrounds and unique abilities of their students helps accomplished teachers support students as they learn to recognize their own accomplishments. (See Standard II—Knowledge of Students as Learners.) They also draw on their knowledge of subject matter to determine where misconceptions and gaps in student knowledge might have occurred, and they work with students to determine a course of action for improvement that focuses on a manageable number of areas. (See Standard IV—Content of Art.) They use the results of informal and formal assessments to help students understand the characteristics of their work and to encourage each student's commitment to learning. Being sensitive to the special needs of students with exceptionalities, students for whom English is a new language, or students with different learning styles, teachers seek methods that will maximize success and build on individual strengths. Accomplished teachers ensure that students know where they are on the continuum of growth over time and help them understand their own achievement and progress toward goals. (See Standard I—Goals of Art Education, Standard III—Equity and Diversity, and Standard X—Reflective Practice.)

Accomplished teachers help students become proficient in assessing their own progress in all aspects of art learning. Teachers help students learn to be active participants in assessing their own progress because they know that the ability to self-assess is an important element in fostering the growth of independent lifelong learners. They also involve students in the creation of assessment criteria. When students know what will be measured—the criteria and levels of achievement against which their work will be judged—this information helps guide them through the learning process. Teachers recognize the long-term importance of students' assuming responsibility for their own learning; therefore, they encourage students to set high personal goals and teach them how to evaluate their own progress toward these goals.

Teachers also engage students in assessing the work of their peers—a strategy that can provide individuals with new perspectives on their own work. Knowing the disparate characteristics of students at various stages of development, accomplished teachers adapt strategies to ensure that constructive peer assessments assist students rather

than discourage or demean them. Positive, meaningful feedback targeted toward learning goals is essential to student success. (See Standard II— Knowledge of Students as Learners and Standard V—Curriculum and Instruction.)

Teachers Enable Students to Apply Concepts of Assessment to Art in Their Lives

Through assessment, students learn to examine their own progress with respect to the entire content of art, as well as significant issues central to their lives. They may also assess their understanding of how contemporary artists grapple with different issues, such as ethics, justice, prejudice, and ecology. Alternatively, students may assess their understanding of how artists of different periods and cultures have addressed such concepts as beauty, gender, compassion, struggle, conflict, or oppression. Through critical examination of their own work and the work of other artists, students come to understand more fully the creative process and their connection to artists and human experience throughout time. (See Standard IV— Content of Art.)

Teachers Communicate Assessment Results

To support students throughout their learning, accomplished teachers meaningfully discuss assessment results with parents and others. They communicate clearly, promptly, and regularly to parents and other caregivers the kind and quality of progress that students are making and the processes used to evaluate that progress. They make certain that they explain information and interpret data in ways that all concerned can understand. They find ways to include parental insight in the assessment process. In addition, they communicate achievement results to colleagues and administrators, working collaboratively as members of the whole school team to support students throughout the curriculum. (See Standard IX— Collaboration with Colleagues, Schools, Families, and Communities.)

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD X: Reflective Practice	
OVERVIEW: Accomplished teachers reflect analytically throughout the instructional process, using multifaceted feedback to increase the efficacy of their teaching, strengthen its impact on student development, and model the significance of lifelong learning.	
<p>The act of reflection may assume different forms based on the unique characteristics and outlooks of teachers as individuals, but for accomplished career and technical (CTE) instructors it is always characterized by a fundamental reliance on higher order thinking skills. Analysis, evaluation, and synthesis form the cornerstones of reflective thought. Accomplished teachers analyze every aspect of their learning environments, from the students and stakeholders who interact within work spaces to the outcomes they achieve. Instructors evaluate the meaning of words, deeds, and expressions, sensitive to fluctuations in the learning dynamic within their classrooms. They continually synthesize all these elements, considering the significance of interactions between classroom participants so they can understand the crucial relationship between instructional objectives and learning outcomes. Accomplished CTE teachers ask themselves which strategies work well in a given situation, how they might be improved, and when they might prove useful again in the future. They ask these questions in the moment, as they teach and students learn, so they can modify their instructional approach as needed. They ask these questions in retrospect as well, after they have left the classroom, when they develop their thoughts further in quiet contemplation. Accomplished CTE teachers reflect on all aspects of their practice at all times.</p> <p>The various approaches that accomplished CTE teachers take to reflection share a focus on results-based analysis. CTE instructors evaluate student progress against measurable learning outcomes. They reflect analytically throughout the instructional process, while planning lessons and projects, evaluating the effectiveness of their strategies and techniques, and assessing the nature of student understanding. Reflection takes place before, during, and after working with students in the learning environment, defining every aspect of accomplished teaching and professionalism. It is an ongoing habit of mind, cyclical in nature; inspired by careful observation, reflection influences CTE instructors and affects their practice. Accomplished educators think about the context of teaching as well as the many factors that can influence learning, for instance, by considering how the scope and sequence of a curricular unit, the hour of instruction, or individual personality traits may affect student understanding. Educators contemplate their teaching skills, examining their interactions in the learning environment and studying feedback from stakeholders to hone their instructional approaches. They understand that reflection is a multifaceted</p>	

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pursuit. Instructors use it to improve student outcomes, strengthen the efficacy of their teaching, and foster lifelong learning. They model the benefits of reflection for other members of the learning environment, from students to colleagues to other educational partners. As a result of their reflective practice, accomplished teachers avoid impulsive decision making and promote careful reasoning. They deliver responsive, insightful instruction that not only inspires their students but also contributes to their development as professionals.

Analyzing Instruction

Accomplished CTE teachers consistently engage in reflection as they design projects and units of study. They analyze various factors that can influence classroom activities, taking into consideration their students' knowledge bases, learning styles, and diverse attributes when deciding how to implement instruction. For instance, to meet the needs of visual, auditory, and kinesthetic learners, a CTE teacher might have students learn about their chosen professions by interviewing industry professionals, conducting research, or participating in job shadowing. The careful analysis of their students' qualities and characteristics helps to inform the content that accomplished educators address on a daily and weekly basis as well as the methods they adopt to scaffold learning. Guided by their students' unique needs and personal experiences, accomplished teachers choose materials and structure activities to cover course objectives in a way that maximizes student engagement while satisfying curricular requirements. For example, a CTE teacher with students from predominantly non-English-speaking communities might obtain trade manuals written at different reading levels so all students can focus on the acquisition of technical skills and knowledge regardless of language proficiency. Similarly, an automotive technology teacher with a student who uses a wheelchair might modify the physical layout of the garage based on universal design principles that promote accessibility to ensure that her student can participate actively with everyone else in the class. Reflection helps teachers formulate their instructional strategies and meet students' individual needs while advancing the learning of all students.

Knowing that the social and emotional development of students directly affects their success in the classroom, accomplished CTE instructors reflect on how they can support their students' growth in these areas. Teachers remain attentive to their students' socioeconomic status as well as their cultural backgrounds, taking their students' personal resources into account as they plan learning activities. For example, a teacher with students who have restricted access to technology may build in class time at her school's media center, provide her students with printed materials, or give her students information about a computer lab they can use at the public library to complete project tasks. Accomplished teachers organize their instructional activities to encourage student participation and avoid obstacles that might impede learning. They promote inclusive and nurturing learning environments, taking action based on their consideration of students' individual needs. For instance, a family and consumer science instructor who teaches apparel design in a Native American community may allow her students to work on traditional dress in lieu of

another clothing article so students can construct the garments they need for cultural activities while completing their class assignment and saving money at home. Sensitivity to their students' cultural values and social conditions allows accomplished teachers to build their students' self-esteem while supporting instructional goals.

The thoughtful reflection that accomplished CTE teachers undertake before entering the learning environment continues during instruction. As they teach, educators judge how well students engage with the material, why certain strategies may work better than others, where more attention or different techniques may be needed, and what must take place during the next session to advance student learning. For example, a lodging and tourism instructor using reservation software to teach her class about booking methods that maximize hotel profits may receive questions from her students that help her realize they are confused; as a result, the teacher may decide to facilitate whole group discussion on the spot to scaffold the lesson. Educators also consider how they may customize instruction to meet unique student needs within their classrooms. For instance, a teacher with gifted students who require enrichment may create challenging activities by having the students conduct peer reviews, work on advanced assignments, or pursue independent study. Teachers continuously identify, analyze, and take advantage of opportunities to optimize student development and growth within the learning environment.

After instruction, CTE teachers continue to analyze the dynamics of the learning environment so they can determine how best to move forward from day to day, term to term, and year to year. For instance, a teacher may take anecdotal notes about a unit of study to assess the effectiveness of instructional strategies for a current group of students and use this information to make decisions about lesson delivery for a future group. Instructors also evaluate their assessment strategies to ensure they acquire meaningful and reliable measures of student growth. For example, a teacher who determines that his unit is effective based on student performance may consider how he can further enhance the unit and improve the measurement of student achievement by incorporating more technology into his instruction. Accomplished instructors continuously reflect on how they can fine-tune their teaching practices to improve student outcomes. (See Standard V—Assessment.)

Accomplished CTE teachers extend their reflection about the learning environment by considering the impact that program management has on the instructional process. Teachers analyze enrollment trends and retention patterns to evaluate student interest and engagement, and they adjust their recruitment strategies as needed, for instance, by recruiting students in programs that are nontraditional for their gender. Instructors gauge the nature of cocurricular activities, some of which may include career and technical student organization competitions and events, so they can assess program efficacy and the availability of postsecondary positions. Educators also consider the ongoing effectiveness of their advisory boards to see if student needs are being met. They develop rubrics with board members to evaluate total program performance and ensure that learning environments are benefiting adequately from stakeholder expertise. Working with board members, teachers collect statistical

information related to factors such as cocurricular activity, work-based learning opportunities, and postsecondary placement. Accomplished instructors reflect on the program and classroom level to provide the resources and support their students need to achieve their occupational goals. (See Standard IV—Learning Environments and Instructional Practices and Standard VII—Program Design and Management.)

Pursuing Professional Growth

While accomplished CTE teachers reflect productively based on their own observations, they also solicit and welcome feedback from other stakeholders. Instructors know that students, parents, colleagues, and industry partners all have unique perspectives and thus offer different insights on activities in the learning environment. Educators value these viewpoints and use them to improve their teaching methods and to verify that students receive rigorous instruction of relevant content.

Accomplished CTE teachers begin by engaging students and their parents as active partners in the educational process. They use formative and summative assessments such as student surveys, exit slips, journals, and competency exams to determine which teaching practices students find effective and which ones ineffective. They consider the implications of verbal and nonverbal cues, evaluating what students say and write as well as how they react. During instruction, teachers continue evaluating signs such as body language and facial expression to gauge student understanding. To increase the usefulness of this feedback, teachers ask their students timely questions about what affected their comprehension of the subject matter and how they think teachers might improve instruction. CTE instructors speak with families about the learning environment as well, maintaining regular contact and exchanging information through newsletters, surveys, and other means of communication. Teachers honor the knowledge that parents have of their children, converse with them thoughtfully to learn more about students, and react to this feedback by formulating strategic, measured responses in the classroom that meet students’ instructional needs and foster their success.

Colleagues, including instructors, administrators, and other members of professional learning communities, contribute significantly to the growth of accomplished CTE teachers. Classroom walkthroughs, evaluation notes, and other forms of collaboration with educational partners can guide teacher reflection and help improve their instructional practice. For example, a JROTC instructor might consult a physical education teacher about physical training to find out how she could improve a lesson plan and strengthen interdisciplinary integration within her program. The teachers in a professional learning community may review and help revise each other’s lessons to ensure they align with student needs and learning objectives; these teachers may also reconvene to discuss outcomes and refine future lessons. Accomplished teachers are willing to host and participate in activities such as peer observations and instructional rounds to glean best practices and engage in meaningful feedback that supports a culture of teaching excellence. For accomplished instructors, a network of respected

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colleagues who meet to have structured conversations about students and their learning can become a powerful catalyst for reflection.

Accomplished CTE teachers work with business professionals as well to sharpen their technical skills and remain current with relevant technologies, standards, and industry trends. For example, a health services teacher who recognizes that changes to a health care system require the implementation of electronic records may speak with a medical office manager to consider how these changes should affect curricular plans and classroom equipment. Accomplished CTE teachers know they must continue developing their technical knowledge as well as their instructional skills to support the future success of their students in the evolving world of work. They analyze their strengths and weaknesses using stakeholder feedback and assessment data to identify areas requiring growth and target opportunities for professional development. Accomplished educators understand that reflection is not a finite process but instead represents an open-ended pursuit of deliberate consideration and dedicated improvement.

Promoting Lifelong Learning

As lifelong learners, accomplished CTE teachers know that reflection helps them address changing educational needs. It takes place continuously, over the course of a day, a unit, a term, and a career. CTE instructors are vigilant about maintaining professional rigor and agility in their approach, examining and strengthening their technical skills and teaching practices to improve student outcomes. They nurture a similar sense of purpose in their students, helping them understand the need to consider new ideas, advance their knowledge, and mature as learners through sustained reflection. Throughout the learning process, CTE teachers convey the importance of continuous improvement and promote the value of lifelong learning.

Accomplished CTE teachers build opportunities for student reflection into their curricular plans through peer activities and intrapersonal exercises. Instructors know that giving students feedback on task performance and analyzing assessment data with them can help students identify their strengths and weaknesses. Students can form a better understanding of their learning styles, realize what works best for them, and reach useful insights about their educational development. Teachers relay this type of feedback in visual, written, or oral formats. For example, a sign language instructor may record students translating a speech so they can analyze their posture, demeanor, hand gestures, and other nonverbal cues and evaluate how well they communicate with their intended audience. Similarly, a video production teacher may observe his students and give them oral feedback to help them resolve problems transitioning between cameras due to misunderstanding of the process or difficulties following teacher prompts. Importantly, teachers provide students with structured feedback and model its evaluation to ensure that students learn how to reflect productively.

Accomplished CTE teachers make good use of any opportunity to reflect purposefully with their students. So, for instance, a team of junior apprentice HVAC students who encounter a hostile customer may speak with their supervising teacher after a service call to consider how changes in their actions and behavior could promote a more cooperative dynamic and optimal outcome in the future. Or an instructor may use examples of inappropriate or unproductive student behavior, such as verbal insults or an unwillingness to collaborate, as teachable moments to emphasize the significance of a positive outlook or attitude that students may have initially dismissed. CTE instructors help their students understand the far-ranging benefits of reflection to discourage habits that impede their academic progress and to support the advancement of their career goals.

Accomplished CTE teachers embrace a holistic view of reflection. They engage in analysis before, during, and after instruction to advance student knowledge by evaluating the factors that drive student learning. They synthesize the conclusions they draw about their learning environments and instructional practices so they can respond to their students by taking clear, purposeful action. Throughout this process, instructors view student learning through a variety of lenses, taking into consideration the feedback of students, parents, colleagues, and other stakeholders. If the actions that instructors take are not productive at first, they evaluate their situations further, speaking with more people and resuming their deliberations. Whether they think in silence or write in journals, accomplished teachers contemplate what has happened and imagine how it might change. The reflection that educators undertake is inherently rational, yet distinctly intuitive, grounded in a careful examination of their students and in a fervent belief in who they can be and what they can achieve. The dual nature of these reflections empowers teachers as professionals, enabling them to design cogent, compelling instructional strategies that nurture their students' continued growth and development.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Reflection is included throughout the English as a New Language Standards. Sections from the following standards are included: STANDARD I: Knowledge of Students STANDARD II: Knowledge of Culture and Diversity STANDARD III: Home, School, and Community Connections STANDARD IV: Knowledge of the English Language STANDARD V: Knowledge of English Language Acquisition STANDARD VI: Instructional Practice STANDARD VII: Assessment STANDARD VIII: Teacher as Learner STANDARD IX: Professional Leadership and Advocacy</p>	
<p>OVERVIEW: Finally, because reflection is a central element of the work of accomplished teachers and must exist in the context of that work, it is included as part of every standard rather than as a separate, single standard. <i>From the Introduction, p. 15</i></p>	
<p><i>From Standard I: Knowledge of Students</i> Reflecting on English Language Learners</p> <p>Accomplished teachers reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students. Accomplished teachers inform their instruction by analyzing and reflecting on the demographic realities affecting their students, including such factors as length of residency in the United States, age upon arrival, place of origin, home language, socioeconomic status, family structure and values, educational background, and intellectual abilities.</p> <p><i>From Standard II: Knowledge of Culture and Diversity</i> Reflection</p> <p>Accomplished teachers develop a deep knowledge and understanding of culture as both a target of student learning and a factor affecting student learning. Teachers are alert to their own philosophical, cultural, and experiential biases and take these into account when working with students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers analyze issues of culture in their school environments to ensure opportunities for students to learn about and function in a new culture while maintaining their own culture. Teachers also critically reflect on</p>	

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possible biases in their instructional materials and classroom management strategies and act upon this reflection to promote student learning.

From Standard III: Home, School, and Community Connections
Reflection

Accomplished teachers consciously reflect on their philosophy pertaining to the role of families in the education of students. Teachers analyze how families' insights into their children's learning are voiced, understood, and appropriately acted upon. Teachers examine roles of home, school, and community in the attainment of educational goals. They analyze the results of these mutually beneficial partnerships, clearly articulate how such alliances facilitate the learning of English for their students, and adjust their practice as necessary to improve these connections.

From Standard IV: Knowledge of the English Language
Reflection

Accomplished teachers of English language learners reflect on the vital role that a strong knowledge of English plays in learning and communicating. When considering the essential language domains and components, they realize the need to stay abreast of the most current literature in the field and reflect on how they can use research findings to inform their instruction. Teachers reflect on their analysis of the language demands of tasks and texts, anticipating the language needs of students and the linguistic challenges they face. Teachers reflect on their observations of students' progress in acquiring specific features of language. Teachers analyze their knowledge of language domains, components, and variations to address students' communicative needs in listening, speaking, reading, writing, and visual literacy in a wide range of social and academic settings. Their reflection is based on a deep understanding of the systematic yet variable nature of language and of the value of a multilingual society.

From Standard V: Knowledge of English Language Acquisition
Reflection

Accomplished teachers thoughtfully consider factors that influence English language acquisition as they evaluate students' needs and plan instruction. Teachers purposefully seek to advance their knowledge, to stay current in research, and to evaluate theories in relation to their own instructional context. Teachers reflect on students' need to develop English language and literacy skills, and they make sound decisions that facilitate their students' English language acquisition.

From Standard VI: Instructional Practice
Reflection

Accomplished teachers continually analyze their instruction—evaluating objectives, lesson plans, timing, classroom management practices, and classroom environments

in terms of student learning and development. Teachers further critique success in planning, preparing for, and delivering instruction by reflecting on their knowledge of students, culture, second language acquisition, content-area curriculum, and of the English language. To enhance students' simultaneous access to academic content and English language learning, teachers reflect on the learning environments they create and on their use of instructional resources. Teachers observe students' progress in acquiring specific features of language, and, upon reflection, build connections between students' current levels of knowledge and their functioning at more sophisticated levels of performance. Teachers also reflect on the degree to which their instruction communicates high expectations and fosters student success.

From Standard VII: Assessment
Reflection

Accomplished teachers reflect on their strong foundation in assessment, as it applies to language testing, and their use of all available assessment data to inform daily classroom activities and provide students with access to content and educational opportunities. Teachers reflect on multiple evaluation methods to interpret student understanding and use of language and choose those evaluation methods that provide the most valuable information about students' learning and English language development. Teachers reflect on the effectiveness of their instructional decisions, using information gathered from students' progress and from lessons to set high, worthwhile goals for student language and content learning and to design instructional strategies appropriate to students' needs. Accomplished teachers think carefully about the best ways to provide clear communication to students, parents, colleagues, and the educational community regarding the purposes and results of assessments.

From Standard VIII: Teacher as Learner
Reflection

Accomplished teachers reflect on their own capacity for continual, analytical self-examination; willingness to try new approaches to improve their instruction; and their readiness to change in order to grow as teachers and as learners. To develop and implement effective strategies to serve diverse populations of English language learners, teachers continuously seek new ways to expand knowledge of their students' cultures, primary languages, and communities. The ongoing reflection of accomplished teachers guides their personal and professional growth and adds substance and vitality to their practice.

From Standard IX: Professional Leadership and Advocacy
Reflection

Accomplished teachers consistently reflect on their own professional leadership and advocacy, examining how their collaboration with colleagues benefits English language learners both inside and outside the classroom and improves the learning

<p>environment in their schools. As advocates for English language learners, teachers analyze what they do to bring about equitable access to educational opportunities and sufficient services for all their students, using their conclusions to guide continued efforts. Teachers think critically about their professional contributions outside their classrooms and schools, and they consider how these activities affect student learning, their practice, and the profession.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
<p>Reflection is included throughout the English Language Arts Standards. Sections from the following standards are included:</p> <p>STANDARD I: Knowledge of Students STANDARD II: Fairness, Equity, and Diversity STANDARD III: Learning Environment STANDARD IV: Instructional Design and Implementation STANDARD V: Reading and Viewing STANDARD VI: Writing and Producing STANDARD VII: Speaking and Listening STANDARD VIII: Language Study STANDARD IX: Inquiry STANDARD X: Assessment STANDARD XI: Collaboration STANDARD XII: Advocacy</p>	
<p>OVERVIEW: The fact that reflection is embedded throughout the standards document indicates the paramount importance of reflection to accomplished teaching and to National Board Certification. Candidates should note that reflection is always student-centered. <i>from the Introduction, p. 14</i></p> <p>Similarly, because reflection pervades all aspects of accomplished teaching, the committee decided to embed reflection throughout the document rather than treating it as a separate entity. The reflection piece appears at the conclusion of every standard as a way of emphasizing its preeminent importance to the profession. <i>from the Introduction, p. 16</i></p>	
<p>From Standard I: Knowledge of Students Reflection</p> <p>Accomplished English language arts teachers reflect on their knowledge of their students as a way to gauge the effectiveness of their practice on student learning. Teachers monitor ways in which they connect their knowledge about students to their practice. Accomplished teachers understand ways in which their application of knowledge about students is more or less effective in engaging students in instruction. In order to identify areas in which they must update their knowledge of students, teachers use classroom experiences and other kinds of interactions with students. Teachers seek out ways to better understand their students and incorporate that knowledge into daily instructional practice.</p>	

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Accomplished English language arts teachers determine the extent to which their knowledge of their students affects student learning. A teacher might notice that a student who never exhibited this behavior before suddenly starts falling asleep in class. The teacher might seek out information from colleagues and the student's parents to determine whether the change in behavior is driven by a lack of interest in academics or is the result of factors unrelated to school. A teacher might also seize an opportunity to use one student's specialized knowledge to enhance learning for other students. For example, if the class fails to understand the idea of allusions in literature, a student who is a proficient gamer might cite the analogous ways in which allusions are used in video games.

An accomplished teacher would analyze this situation and determine whether a detailed discussion of this connection would serve as an illuminating example or as a distraction. If the former, the teacher might invite the student with game expertise to discuss how allusions are used in specific video games. Accomplished English language arts teachers critically examine their practice on a regular basis to improve their knowledge about students and apply this knowledge in more productive ways. Accomplished teachers review all the methods available for gathering and applying knowledge about students. When they realize that their insight is somehow limited, accomplished teachers identify resources for obtaining the knowledge they need. These resources may include classroom experiences as well as conversations with students, other educators, parents, and community members. A teacher might invite students to bring in artifacts such as favorite movies, books, songs, or television shows to stay current with youth cultural interests. Accomplished teachers learn about their students through various means, including out-of-school avenues such as musical, artistic, athletic, and other community events. Accomplished teachers realize that some of their most powerful professional learning is inspired by the students themselves.

From Standard II: Fairness, Equity, and Diversity
Reflection

Accomplished English language arts teachers reflect on their effectiveness in ensuring equity. They monitor their own preconceptions and actions for the effects that their cultural backgrounds, biases, values, temperaments, and personal experiences have on their teaching. They recognize and acknowledge their aesthetic preferences and philosophical outlooks. They understand how their beliefs and predispositions may affect their interactions with students whose backgrounds, beliefs, values, learning styles, or personalities are significantly different from their own. Teachers make sure that fairness and respect for individuals permeate all aspects of their instructional practice. For example, teachers may exchange students' papers with other teachers or cover student names to safeguard against unfair biases in scoring. Teachers seek to achieve mutual understanding with students, and they treat each student fairly and with honor, dignity, and respect.

Accomplished English language arts teachers review evidence to determine the extent to which fairness, equity, and diversity are part of the learning environment. Teachers consider ways in which they organize instruction and interact with students to promote fairness, equity, and diversity, and they also reflect about how they increase the awareness and practice of these principles among their students. Accomplished teachers seek out the reasons students do or do not succeed, which may stem from issues related to fairness, equity, and diversity. For example, a student may have failed to hand in an essay assignment because he did not have access to the necessary library materials for research. An accomplished teacher would ensure that all students have access to materials needed to complete an assignment. Accomplished teachers also monitor whether their students are becoming more considerate of divergent opinions and more accepting of others. For example, accomplished teachers might examine patterns of classroom discussion to determine the degree to which students are listening to one another and otherwise behaving in ways that show openness to the contributions of their classmates.

Accomplished English language arts teachers critically examine their instruction on a regular basis to increase their knowledge, expand their skills, and adjust their practice on behalf of fairness, equity, and diversity. Accomplished teachers are innovative and take risks to enrich students' cultural understandings to help students reflect on their experiences. Accomplished teachers are lifelong learners; they engage in professional reading experiences, learning communities, blogs, networks, workshops, or classes to build their capacity to work with diverse students. When possible, they contribute professional writing and presentations about fairness, equity, and diversity. Teachers understand that cultures are dynamic and constantly evolving; therefore, teachers never consider their own cultural learning complete.

***From Standard III: Learning Environment
Reflection***

Accomplished English language arts teachers reflect on their effectiveness in creating supportive learning environments. They monitor the learning environments for which they are responsible to consider ways in which these environments promote positive learning outcomes. Teachers recognize ways in which respect, classroom organization, planning, and other factors contribute to a well-functioning learning environment. They seek out ways to optimize environmental conditions that will improve student learning.

Accomplished English language arts teachers review available evidence to determine the extent to which the learning environment has helped students reach learning goals. Teachers strive to reflect on every aspect of the environment, from seemingly superficial details such as whether materials are readily accessible to subtle and profound issues such as whether relationships are conducive to student learning. Teachers carefully observe student behavior and may survey their students in order to assess the choices that have affected the learning environment. If a teacher notices that students are reading more because of the ready availability of books in the

learning environment, the teacher might then seek out more avenues for acquiring books to continue to offer a wide selection for all readers. Accomplished English language arts teachers also consider, to the extent possible, which seating arrangement is best suited to the activity at hand. Teachers regularly ask themselves questions such as: “Did I sufficiently prepare my students to engage in whole-group and small-group interaction?” and “Should those particular students have been paired together?” Teachers strive to monitor how their own interactions with students affect the timbre of the learning environment. For example, a student might disengage from a conversation with the teacher, prompting the teacher to identify whether the teacher’s body language, vocal tone, or word choice contributed to the student’s behavior. Reflection could prompt the teacher to approach the student in a more open or appropriate manner.

Accomplished English language arts teachers realize that regular reflection is an important part of purposefully designing and maintaining successful learning environments. Teachers stay abreast of current technology and educational strategies through professional development, reading, and writing. Accomplished teachers visit colleagues’ classrooms to compare those learning environments with their own and to observe and discuss ways to improve their own classroom learning environments. Accomplished teachers understand that creating a learning environment is an evolutionary process, that the process is recursive, and that, with reflection, the environment can improve over time.

From Standard IV: Instructional Design and Implementation
Reflection

Accomplished English language arts teachers reflect on the effectiveness of their instructional design and implementation. They deliberately observe, analyze, and improve their instructional practice for the purpose of achieving instructional goals. Accomplished teachers recognize and can articulate the reasons for their decisions, clearly linking student outcomes to their instructional actions. They understand circumstances in which learning occurs, and they reflect on the extent to which the instructional strategies promote their students’ growth. Teachers see reflection as the engine that drives improved teaching and student learning and reflect continuously on curriculum design: how units, lessons, and assignments meet instructional goals and student needs.

Accomplished English language arts teachers review available evidence to identify what went well, what did not, and why. An accomplished teacher might consider the following questions: “What are the goals of instruction?”, “How can I determine whether students have mastered these goals?”, and “How will I respond if they learn, and how will I respond if they do not?” For example, a teacher might initially assume that, because of a lively discussion, all the students in the class have understood a given concept. However, after analyzing written responses, a video recording, or a student participation log, the teacher might realize that the students in one section of the room were not paying attention to the discussion. Such an analysis might lead the

teacher to reteach material, restructure groups, or reconsider the vehicles for student response. In a different situation, if a teacher noticed that when students were asked to blog about a book that most of them completed the assignment in a thoughtful and engaged manner, the teacher would examine the factors that distinguished this performance from that of a less effective unit of study. Identifying the contributing factors that led up to the blog's success would help the teacher replicate this success with a different group of students.

Accomplished English language arts teachers critically examine their practice on an ongoing basis to improve their instructional design and implementation. They explore innovative as well as enduring practices and continually reflect on how all practices can improve student engagement and student outcomes. Accomplished teachers do not blindly adopt new pedagogy simply because of its popularity. They analyze new methodologies through the lens of research, their own past experience, and the particular needs of their students. Accomplished teachers strategically incorporate teaching methods that improve student learning.

***From Standard V: Reading and Viewing
Reflection***

Accomplished English language arts teachers reflect on the effectiveness of their reading and viewing instruction. They monitor the effectiveness of a particular lesson and then repeat, replace, or modify it based on the degree to which it succeeded. They recognize the need to alter plans, texts, and instructional techniques after reflecting on students' knowledge and interests. They understand the processes underlying reading and viewing and reflect on ways in which the application of the knowledge of these processes improves their students' reading and viewing. They seek out ways to involve their colleagues, parents, and community members in reading and viewing instruction.

Accomplished English language arts teachers periodically review available evidence to determine the extent to which reading goals have been achieved. For example, after realizing that their students are struggling with the impact of setting on a particular story, an accomplished teacher might bring in video or print resources to build the students' background knowledge of the time and place described. Conversely, a teacher might notice that one student reads a book more quickly than the rest of the class. Instead of assuming that the student needs more to read, the teacher would consider a range of factors, including knowledge about the student, assessment data, available resources, and the learning environment to determine next steps in supporting and enriching the student's reading experiences. Accomplished teachers are skilled in checking for understanding. Through careful assessment, they determine individual students' strengths and weaknesses as readers and viewers, and they plan their future lessons to build and enhance needed skills. Accomplished teachers also guide their students toward reflection about their own reading and viewing, showing them how to use tools such as maintaining an online record of one's reading. Accomplished teachers may ask their students to reflect on a particular aspect of text,

<p>such as character, to deepen understanding.</p> <p>Accomplished English language arts teachers critically examine their practice on a continual basis to improve their reading and viewing instruction. Accomplished teachers read, reflect, and engage in their own research about reading and viewing. They tailor their professional development to their needs and may also share their knowledge with their colleagues in the field through presentations, online publications, meetings, or informal discussions. Accomplished teachers reflect on their own practice to consider the kinds of new knowledge they need about the processes of reading and viewing and related pedagogy and assessment techniques. English language arts teachers consider, experiment with, and assess new pedagogy and selectively integrate valid instructional approaches into their learning environment.</p> <p>From Standard VI: Writing and Producing Reflection</p> <p>Accomplished English language arts teachers reflect on their effectiveness in teaching writing and producing. They monitor their own expertise in writing and producing as well as assessing students’ progress. They use assessments to reflect on how well their students grow in their control over writing and producing, including their engagement in the writing process, their word choices, and their attention to purpose and audience. Accomplished teachers recognize the value of high-quality work even if it is not written in accordance with their own stylistic preferences. They maintain elevated standards while remaining open-minded toward new genres, techniques, and content. Accomplished teachers reflect on the ways in which conceptions and methods of writing and producing are constantly changing, and they learn as much as they can about emerging modes and genres. Teachers consider the extent to which the learning environment is supportive of students sharing their work, and teachers seek to achieve growth in all their students as writers, producers, and successful communicators.</p> <p>Accomplished English language arts teachers review available evidence to determine the effectiveness of their practices. Some teachers might be gratified to note that after they have provided instruction in the benefits and techniques of prewriting, students are voluntarily engaging in this step of the writing and producing process. Other teachers might notice that students are overly fixated on the scores they have received for texts they have produced instead of focusing on detailed revision feedback. In response to this observation, accomplished teachers would refine their feedback practices so that students are encouraged to perceive trends in their own writing. Teachers also focus on evidence that highlights the degree to which students understand and apply specific aspects of the writing process. For example, a teacher might notice that student comments on peers’ texts show that they understand the concept the class is currently studying. A teacher would use this information as a signal that the class is ready to progress.</p> <p>Accomplished English language arts teachers critically examine their practice on a</p>	
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regular basis to continually learn about the teaching and learning of writing and producing. For example, teachers experiment alongside their students with new and sometimes unfamiliar modes of writing and producing. They study their students' experiences—both their successes and challenges. They interact with colleagues to learn what works and does not work well, and they may participate in virtual or physical communities of writers and producers. When they feel uncomfortable in particular areas, accomplished teachers acknowledge their discomfort and seek out ways to improve their own skills and ways of applying their skills for the benefit of their students. Teachers are open to the dynamic ways their field is changing, and they relish the learning opportunities that these changes present.

From Standard VII: Speaking and Listening
Reflection

Accomplished English language arts teachers reflect on the fundamental role that speaking and listening play in human interaction, and they reflect on the effectiveness of their instruction of these essential skills. They continually observe, analyze, and seek to improve the quality of their teaching of the skills of speaking and listening. They understand their role in creating conditions for speaking and listening, including encouraging students' respect for one another and ensuring that students have the skills to engage successfully in oral language activities. Accomplished teachers seek out ways to improve speaking and listening instruction for their students by reflecting on the ways their students engage in speaking and listening.

Accomplished English language arts teachers reflect on their effectiveness in promoting speaking and listening. When reflecting on student participation in speaking and listening, accomplished teachers rely heavily on their knowledge about students. For example, an accomplished teacher would explore whether a particular student's reticence resulted from a lack of preparation, a lack of understanding, or shyness. Through this type of reflection, accomplished teachers work with students to more effectively engage them in speaking and listening.

Accomplished English language arts teachers continually consider new ideas and express a willingness to try new methods to achieve success in the instruction of speaking and listening. Accomplished teachers reflect on the ways they conference with students to set goals. They determine the best methods for assessing speaking and listening, interpret the results of assessment, and set new goals based on assessment results. Accomplished teachers solicit feedback from peers, students, colleagues, parents, and administrators on the effectiveness of their speaking and listening instruction and how they can create an environment that supports learning through speaking and listening. Teachers may also model self-reflection for students and use peer-to-peer or teacher-student feedback to assess student progress.

Accomplished English language arts teachers critically examine their practice on a regular basis to improve their instruction. They reflect on new forms and possibilities for students with speaking and listening. They interact with other colleagues and other

professionals to explore new ways to support student learning. They read, research, and participate in professional learning related to these strands of the language arts; for example, they might participate in digital conferencing and distance learning seminars about speaking and listening. Accomplished teachers engage in speaking and listening experiences, such as debates and other forms of public speaking, to improve their instruction.

From Standard VIII: Language Study

Reflection

Accomplished English language arts teachers reflect on their effectiveness in language study. They monitor their own use of language and the ways they incorporate language study throughout the language arts with appropriate balance and attention. Accomplished teachers recognize their aesthetic, social, and political preferences regarding language, considering biases they have about language and how those biases affect their perceptions of and relationships with students. Accomplished teachers recognize that students' language practices are reflections of their identity. Accomplished English language arts teachers understand the challenges involved in being knowledgeable and responsible in their practices related to language study, including the vast landscape of choices about vocabulary, word choice, conventions, and ways of getting students to know the power and beauty of language.

Accomplished English language arts teachers review available evidence to determine the effectiveness of their practice, consciously reviewing their curriculum and activities to ensure they are offering students a sufficient variety of relevant and significant experiences in which to apply and improve their skills with language. For example, a teacher might discover that the bulk of their vocabulary instruction has revolved around word choice during writing, but that they have been missing opportunities for building vocabulary during reading. Upon this discovery, an accomplished teacher would most likely integrate vocabulary instruction into the next novel study. Accomplished teachers also look to their students to identify ways in which students can improve their use of language through language study. Teachers look for methods through which students can increase their awareness of bias and their appreciation for the English language, its history, and its various uses.

Accomplished English language arts teachers critically examine their practice on a regular basis to expand their knowledge, improve their skills, and develop new strategies regarding language study. Teachers read widely about changes in language, looking for trends and patterns and expanding their experiences and understandings about language. Accomplished teachers are attuned to their students' use of language, and they understand what language reveals about culture.

From Standard IX: Inquiry

Reflection

Accomplished English language arts teachers understand that reflection itself is an act

of inquiry. Teachers reflect on their effectiveness in teaching inquiry and using inquiry to teach English and the language arts. They monitor ways in which they attempt to deepen knowledge about inquiry, expand their repertoire of inquiry skills, and incorporate new findings into their practice. Accomplished teachers recognize ways in which they use inquiry to help students personalize large and global questions to develop personal identity and make meaning. Teachers reflect on how and why inquiry needs to be integrated in various ways across topics, contexts, and the different language arts. Teachers use reflection to make sure that students become proficient with inquiry, thus helping them become independent, active problem solvers who are able to enact change in the world.

Accomplished English language arts teachers review available evidence to determine the extent to which their inquiry practices are impacting students in desired ways. For example, a teacher might notice that students are asking shallow or superficial questions. The teacher might then create instructional opportunities that help students learn to ask questions that focus on multiple layers, perspectives, concepts, and principles. Alternatively, an accomplished teacher might notice that students are asking questions more frequently than they did at the beginning of the school year. The teacher would point out this encouraging development so that the class could jointly reflect on the factors that led to the improvement. The teacher might continue to discuss with students ways in which they are using questions successfully, and ways in which students more productively engage with their questions for a particular topic or purpose. By observing students' journal writing, teachers might discover that students do not understand the historical context of *Their Eyes are Watching God* or *No Promises in the Wind*; the teacher would then guide students in an inquiry project about how the time period and the novels are connected.

Accomplished English language arts teachers critically examine their teaching on a regular basis to improve their inquiry practices. Accomplished teachers recognize that inquiry is integral to the process of reflection. They practice inquiry themselves, developing questions to guide their instruction and learning, and they consult with other colleagues and share inquiry practices. For example, English language arts teachers might partner with science teachers to better understand inquiry from a scientific perspective. Accomplished teachers who grow in their knowledge of inquiry build their capacity to help students become the change they hope to see in their world.

From Standard X: Assessment
Reflection

Accomplished English language arts teachers reflect on their effectiveness in assessing students because it is key to understanding what their students know and can do. They understand the need for consistency in the goals and forms of assessment and the need for varied assessments for different purposes, and they recognize when their assessments do or do not match their instructional goals. Teachers make sure that their assessments effectively communicate student understanding and performance to

multiple audiences. Teachers seek out different avenues to keep various stakeholders well informed about the purposes, methods, and results of assessment.

Accomplished English language arts teachers question whether an assessment was appropriate for a given purpose. They systematically reflect on their ability to design appropriate spontaneous and preplanned assessments and collect assessment data. Accomplished teachers reflect on the instincts they rely on to notice and capitalize on a teachable moment. They might use data collected from videotaped lessons, peer observations, teacher or student logs, or quick checks for student understanding, such as head nods, individual whiteboards, or student-response systems, to evaluate the extent to which in-the-moment decisions positively impact student learning. Accomplished teachers also scrutinize their summative assessments to make sure they measure intended outcomes and accurately portray what students know and can do.

Accomplished English language arts teachers review available evidence to determine the extent to which assessments are appropriate, fair, and able to yield rich information about students. For example, if most of the students in a class missed a particular question on a test or scored poorly on a given domain in a rubric, an accomplished teacher would examine the problematic item or domain for clarity and validity. If the teacher determined that the problem lay in the assessment, the teacher would revise or replace it. If the assessment was clear, the teacher would consider how best to address the related skill or knowledge in instruction so that students could be successful in the future. In some cases, an accomplished English language arts teacher might notice that a subgroup of students did not perform as well as the rest of the class. The group might not have completed a part of an essay or might have completed it with poor or mediocre results. An accomplished teacher might respond to this situation by pulling students together in a small group for additional instruction or by tailoring the assignment directions to the group of students who experienced difficulty to help them do better on the next assessment.

Accomplished English language arts teachers do not just reflect about negative assessment results. When assessment shows that students are successful, teachers reflect on how to celebrate and build on this success. Teachers ponder whether to stay the course, increase the pace of instruction, or raise the level of challenges posed by instruction.

Accomplished English language arts teachers critically examine their practice on a regular basis to evaluate how their assessment practices can be improved. They participate in professional development and other educational experiences to improve their understanding of assessment. They seek out ways to organize and interpret data from a variety of assessments, at the state and national levels and in the classroom. Accomplished teachers reflect on ways to improve assessment practices, such as engaging in discussions and advocacy to promote effective assessments.

From Standard XI: Collaboration
Reflection

Accomplished English language arts teachers reflect on their effectiveness in collaborating to positively impact practice and improve student learning. Teachers monitor how they collaborate with students, colleagues, and community members, and they recognize that reflection should occur before, during, and after collaboration to achieve and maintain consensus about the goals and the process. Teachers understand that deliberate choices about where, when, how, and with whom collaboration should occur must be made jointly, and accomplished teachers consider the implications of their choices. Accomplished teachers reflect on ways to encourage all interested individuals to have equitable access to collaborative efforts. As collaboration unfolds, accomplished teachers use reflection to effectively negotiate relationships in accordance with group dynamics. Teachers identify ways to improve in future cooperative efforts, sometimes exploring alternative face-to-face and digital contexts for collaboration.

Accomplished English language arts teachers review available evidence to determine the extent to which collaboration is or is not working. For example, a teacher might notice that a small group of students engaged in a task is floundering. In response, the accomplished teacher might question whether students were well prepared for the collaborative activity. If the teacher determines that the students were insufficiently prepared, the teacher might educate students about the individual roles they could take on the next time they work within the group. In contrast, after interacting with colleagues in a highly successful collaborative experience, an accomplished teacher would reflect on why the collaboration worked so well. Ingredients could include a common goal, shared commitment among participants, and persistence and mutual respect. After identifying the elements of successful collaboration, an accomplished teacher would reflect on ways to reproduce them with another group. In another situation, students might be uninterested in considering future careers or writing resumes. Upon reflection, the teacher might realize that a way to improve student motivation would be to illustrate the need for this practical skill. The teacher might then collaborate with a community member, such as the person responsible for hiring in a local business, to co-teach students about how to conduct a successful job search—including writing a resume.

Accomplished English language arts teachers continuously reflect on and evaluate their practice and experiences with collaboration. They analyze their own collaborative efforts. They consult with other colleagues about new uses for and methods of collaboration. Whenever possible, accomplished teachers participate in professional development to learn more about collaboration, and collaborate on the planning and presenting of professional development. Accomplished teachers seek out other individuals experienced with collaboration in education, business, and other contexts, and when feasible, they collaborate on local, regional, national, and global levels.

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<p>From Standard XII: Advocacy Reflection</p> <p>Accomplished English language arts teachers reflect on their effectiveness in advocacy. They monitor themselves to ensure that they are being true to their own convictions and serving the needs of their students. Teachers recognize that their skill in using English language arts affords a particular vantage point when it comes to advocacy. They understand ways in which their advocacy advances the profession, and they also recognize the ways in which complacency can hinder professional growth. Accomplished teachers make sure that their students are provided with the best opportunities for learning and that students learn to advocate for themselves. Accomplished teachers use reflection to ensure that when they engage in advocacy, they remain aware of the value of other viewpoints.</p> <p>Accomplished English language arts teachers reflect on the effectiveness of their advocacy. They might consider the content of a given appeal, such as whether they used appropriate evidence and whether their proposed solutions addressed the pertinent problem. Teachers might also evaluate issues related to their approach, such as their timing, whether they contacted the right persons, and whether their appeal was presented with the proper tone.</p> <p>Accomplished English language arts teachers also reflect on their students’ willingness and ability to advocate for themselves. For example, a teacher might notice that a student who has never before asked questions has recently started to stay after school to seek assistance. The teacher would then help the student become aware that this action is a form of self-advocacy and would encourage the student to continue to self-advocate in other forums. In another situation, a student might interrupt a classroom discussion to request a grade change. An accomplished teacher would most likely take the time to explain why this behavior is counterproductive and why making the request at a more appropriate time would be more effective form of self-advocacy.</p> <p>Accomplished English language arts teachers critically examine their advocacy practices on a continual basis to build their knowledge and application of advocacy. Teachers might engage with their students to understand ways in which they can engender self-advocacy in their students. They might consult colleagues to learn from others’ experiences. Teachers might reflect on how they advocate in education, business, and legal circles to learn more about advocacy and its practice in various contexts. Ideally, teacher reflection about advocacy advances student learning. As teachers gain more professional knowledge, they continue to hone their skills and gain an increased appreciation of the importance of advocacy for their students and their profession.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit

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EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD XII: Reflective Practice	
OVERVIEW: Accomplished teachers of students with exceptional needs regularly analyze, evaluate, and synthesize their practice to strengthen its quality.	
<p>Accomplished teachers are lifelong learners who regularly and systematically examine their practice and use that knowledge to improve results for students with exceptional needs. They routinely engage in reflective professional development activities that challenge their knowledge, skills, and dispositions and stimulate them to examine research, evaluate new theories and techniques, and improve teaching and learning interventions. Through such continual reflection, teachers incorporate promising new concepts, strategies, approaches, programs, and materials that strengthen their teaching.</p> <p>Teachers Evaluate Student Progress and Make Changes as Necessary</p> <p>Teachers continually challenge their beliefs about effective educational practice, particularly in terms of how students with exceptionalities learn. Based on their observations of student performance in diverse instructional environments, teachers analyze all dimensions of the learning process. They regularly reflect and evaluate how individual students function and how instructional decisions and interactions influence students’ progress or behavior. They weigh the relative merits of teaching practices. They seek ways to enrich the learning environment, the curriculum, and their teaching strategies to facilitate students’ participation and promote positive learning outcomes. When a lesson or strategy succeeds, they determine why and devise ways to replicate this success.</p> <p>Teachers are systematically introspective and analytical as they make adjustments to strengthen their instruction and improve student outcomes. They engage in reflective inquiry that guides their instructional problem solving and consider alternative explanations for the performance and progress of students. They analyze the appropriateness of their expectations; the validity of instructional materials; the response of individual students to learning activities; and the effects of adjustments, accommodations, and modifications on students’ performance.</p> <p>Teachers Engage in Reflective Practices</p>	

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

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

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

Teachers Pursue Professional Growth Focused on Reflective Practices

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

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD IX: Reflecting on Teaching Young Children	
OVERVIEW: Accomplished early childhood teachers engage in systematic reflection on their teaching to enhance their professional knowledge and skill and to benefit young children’s development and learning.	
<p>Accomplished early childhood generalists routinely engage in the process of reflection to reconsider their prior knowledge in light of experience and to inform and improve their practice in the future. Reflection is a self-analysis and retrospective consideration of one’s practice, and teachers see reflection as a purposeful and necessary endeavor. Two foundational purposes that guide accomplished teachers’ reflective routines are to improve teaching and to steadily grow in professional knowledge and skill. With these purposes in mind, accomplished teachers focus on particular aspects of their teaching as well as on overarching elements of their professional work, such as the ways in which it advances equity, diversity, and fairness and the quality of partnerships with parents and the wider community. Accomplished teachers reflect in order to optimize the way in which their instruction supports children’s development and learning, to critique the assumptions underlying their teaching practices, and to make the rationale for their teaching explicit. They also understand that reflection is a way to assess the strengths and weaknesses of their knowledge and skill. They take action in light of their reflection to improve their knowledge as well as their teaching, by delving into professional literature, engaging with colleagues, and perhaps designing classroom-based action research projects to change their teaching for the better.</p> <p>Engaging in Reflection</p> <p>Accomplished early childhood teachers are intrigued by their teaching and learning. Their dispositions foster reflection that is robust and meaningful. Teachers are open-minded and take responsibility for their own professional growth. They understand that the professional knowledge base for teaching and learning is expanding constantly. Thus, they seek out new and relevant information from multiple sources including young children, families, colleagues and peers as well as published research, codes of ethics, theory, best professional practices, and standards. Accomplished teachers resist quick conclusions, choosing instead to carefully consider multiple possible interpretations. When new information comes to light, they are willing to rethink, reinvent, and reinvestigate. Accomplished teachers have a passion for learning and a dedication to better serving children, and they are disposed to engage wholeheartedly in reflection.</p>	

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

Reflecting to Improve Teaching

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

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

learning. Accomplished teachers engage in a systematic process that begins with identifying the question to be answered or the problem to be solved, proceeds to gathering relevant documentation of teaching and learning plus information from the professional literature, and culminates with carefully analyzing this evidence to improve subsequent teaching and learning.

Reflecting to Promote Professional Growth

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

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

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improve the work of colleagues and thus strengthen practice in the early childhood profession.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD IX: Reflective Practice	
OVERVIEW: Accomplished teachers reflect on their practice continually to improve the quality and effectiveness of teaching and learning.	
<p>Accomplished middle childhood generalists engage in a fluid process of reflection that is cyclical in nature. They know that reflection is a deliberate, purposeful, sustained process that helps them consider aspects of their practice in a careful, analytical manner to improve teaching and learning. The National Board’s Architecture of Accomplished Teaching, embraced by National Board Certified Teachers, illustrates the interrelated components of teaching addressed by this process, which focuses on students, goal setting, implementation, evaluation, reflection, and the establishment of new goals. Teachers recognize reflection as an integral process that requires critical thinking, problem solving, and decision making. They reflect independently and collaboratively with stakeholders to strengthen their content and pedagogical knowledge.</p> <p>Accomplished teachers consider the influence that biases, values, and personal experiences play in teacher instruction and student learning. They understand that students’ and teachers’ behaviors and interactions are influenced by the complexity of a learning environment that includes people of different ages, genders, sexual orientations, physical characteristics, races, ethnicities, cultures, primary languages, origins of birth, socioeconomic status, family configurations, religions, abilities, achievements, and exceptionalities. Based on this realization, they strive to ensure that all students have equitable opportunities to learn. Teachers take a nurturing approach and target their instructional focus to meet the specific needs and requirements that each student brings to the classroom. (See Standard II—Respect for Diversity.)</p> <p>For accomplished teachers, every learning situation and group of students provides an opportunity for reflection. Teachers remain flexible, willing to change their practice or approach as a result of their reflection. When they review their students’ work, middle childhood generalists assess themselves as well. The conversations they have with students help accomplished teachers gain insight and direction on classroom climate and interactions. Once teachers have defined a specific outcome they would like to achieve, they think critically to improve instruction with a wide range of strategies and techniques. By considering what has been successful or by trying new ideas, teachers plan their next steps strategically. They know there are many ways to reach the same goal of strengthening students’ learning and their own teaching practice.</p>	

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Accomplished teachers consider a number of issues when evaluating their approach in the classroom. They analyze their practice based on their students’ responses to instruction, completion of classroom tasks, assertion of feelings and thoughts, and connection to learning. Teachers determine what their students know and the instruction they need. Teachers reflect independently, with colleagues, with students, and with families as they analyze their students’ performance. Middle childhood generalists use these conversations to help their students identify performance patterns, examine strengths and needs, address learning challenges, and modify and adjust goals. Involving students in this process empowers them as they take responsibility for their educational experiences.

Accomplished teachers grow continuously as a result of their reflection. They challenge assumptions, sharpen their judgment, affirm what they are doing well, expand their repertoire of teaching methods, deepen their knowledge, and increase the efficacy of their reflection. Middle childhood generalists are deeply invested in the ongoing growth and development of their students and themselves. They set professional goals that help them meet students’ needs and improve their schools. They identify productive ways that prevailing theories, emerging practices, and promising research findings inform their work with students, families, and colleagues. They explore topics in which they may have limited expertise and experiment creatively with alternative materials, approaches, and instructional strategies. They may also conduct action research projects in their classrooms, collaborate with peers and educational researchers, or examine their teaching practices critically using various strategies. With open minds, accomplished teachers select ideas and techniques that can improve their practice and increase students’ learning. A commitment to reflection and professional development provides teachers with avenues for self-renewal. The insights they acquire help them articulate for students, parents, and colleagues the rationales for what they do and why they do it; these insights also contribute to the artistry and knowledge that accomplished teachers need to make decisions in the classroom.

Accomplished middle childhood generalists analyze and evaluate experiences in ways that enhance the development of their students and their personal growth as professionals. They embrace the lifelong study of the art and science of teaching and respond constructively to the many demands of their profession while recognizing the importance of balance and self-renewal. As a result, teachers convey their curiosity, enthusiasm, and passion for learning to their students. Accomplished teachers exemplify the highest ethical and moral ideals and take responsibility for their growth as teachers, recognizing where they have been and where their next steps should take them.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

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HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD XI: Reflective Practice and Professional Growth	
<p>OVERVIEW: Accomplished health education teachers stay current in research and innovations in health education and actively contribute to the profession. They participate in reflective practices that foster creativity, stimulate personal growth, and enhance professionalism.</p>	
<p>Accomplished health education teachers participate in a wide range of reflective practices. Effective reflection reinforces a teacher’s creativity, stimulates personal growth, contributes to content knowledge and classroom skill, and enhances professionalism. Teachers who set the highest standards for themselves as they reflect on their practice cultivate the attribute of refined professional judgment and contribute positively to their profession in ways that have benefits beyond the individual classroom.</p> <p>For health educators, every classroom experience is an opportunity for reflection and improvement. Teachers know that the demands of their profession change over time, and indeed can change with each class and each student. They view each class session as another opportunity to improve the quality of their teaching, the conduct of their classroom, and the enhancement of their professional vision. Teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning. Always open to innovation, they examine their students’ needs in relation to the lesson at hand and to long-term objectives. By developing the habit of introspection, accomplished teachers challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice. Students benefit from teachers whose self-reflections lead them to evaluate curriculum decisions and teaching strategies, and the health education profession as a whole benefits from the contributions of reflective practitioners.</p> <p>Health education teachers are models of lifelong learners who continually work to increase the depth and breadth of their knowledge of subject matter, their students, and current practices in health education. Teachers recognize that health education is a continuously evolving field; they therefore avail themselves of the most current, credible research, and they are conversant in professional literature. Accomplished health educators might conduct research or use peer evaluation techniques to improve teaching effectiveness. They pursue and explore topics in which they have</p>	

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limited knowledge and expertise. They stay abreast of relevant technological advancements and are familiar with how technology assists in research, instructional planning, record keeping, assessment, and a variety of other tasks. Such professional study strengthens professionalism and enables teachers to articulate rationales for their actions and decisions.

In their quest for self-renewal, teachers of health education interact effectively with other professionals. They avail themselves of professional resources and participate in advanced educational programs. They attend seminars, conferences, and workshops; they propose, design, and carry out staff development opportunities in health education; they are active members of professional organizations and assert themselves as advocates for their practice; and they might contribute to professional journals. Accomplished health educators become involved in local, state, and national conferences relevant to the profession and serve on education policy committees or councils. They collaborate with colleagues to examine their practice critically, and they seek help from colleagues to continue to develop as both teachers and learners. They serve as mentors to novice teachers, engage in peer coaching, welcome observation from their colleagues to assist in self-evaluation, or observe other effective teachers. Teachers engage colleagues in discussions about professional issues. They participate, when possible, in professional electronic forums and share experiences with colleagues, thereby furthering the knowledge base in health education and contributing to the professional network. They advocate collegiality, teamwork, and cooperative teaching across disciplines.

Health educators set and actively pursue goals in their own lives that exemplify the best attributes they wish to impart to their students and that focus on lifestyle behaviors that bring about health and wellness. Teachers understand that the attitudes and behaviors they display speak loudly about the value of making the right choices for healthy living and can positively influence students to maintain healthy lifestyles. Therefore, teachers demonstrate their commitment to health and wellness by demonstrating within their own behavior the benefits of a healthy lifestyle; by involving themselves in activities that contribute to their personal health and the health and well-being of the communities in which they teach and live; by discussing their individual health regimens with students; and by sharing with students how healthy behaviors can be included in daily routines. The accomplished health educator provides an example for students, families, other staff members, and the community of how to combine daily responsibilities with a healthy lifestyle. Such role modeling adds dignity and credibility to the profession.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

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LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD X: Reflective Practice	
OVERVIEW: Accomplished library media specialists engage in reflective practice to improve student learning.	
<p>Reflection is the purposeful, systematic self-examination of one’s own practices and of developments in the library media field. Through reflection, accomplished library media specialists can extend their knowledge, improve student learning, advance and strengthen library media programs, and improve collaboration with other members of the learning community. Reflection is central to the responsibilities, professional growth, and leadership of the library media specialist.</p> <p>Self-Reflection</p> <p>Accomplished library media specialists are committed to lifelong learning and understand that self-reflection is a continual process that strengthens their practice. Reflective about the learning process, specialists analyze how well their programs meet the needs of all students and determine how the library media program can be made rigorous, relevant, and effective. Specialists examine their own personal strengths and weaknesses, as well as those of the library media program, to improve professional practice.</p> <p>Accomplished library media specialists use the reflective process to enhance their professional growth. In an ongoing process of self-reflection, specialists examine their ability to communicate effectively with the learning community. Specialists know that examining their own practices with regard to ethical considerations related to the library and information studies field is essential to reflective practice. Specialists study ways to engage learners and to collaborate with others to benefit the learning community. For example, upon the culmination of collaborative projects or lessons, the accomplished library media specialist may evaluate these projects alongside their teaching partners to analyze successes and needs for improvement and to adopt any changes for future instruction.</p> <p>Reflection on the Library Media Program</p> <p>Accomplished library media specialists analyze their programs; they set program goals and make certain that these goals are realistic in the context of school, district, state, national, and global initiatives. Specialists recognize that not all decisions produce effective outcomes, and so they develop strategies to evaluate their choices, resulting in improved programs and instruction. For example, specialists might use the results</p>	

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of staff and student surveys or their own annual reports to help them reflect on the quality and usefulness of their programs. Library media specialists review priorities on an ongoing basis in order to meet immediate and long-range strategic goals.

Accomplished library media specialists provide leadership and engage students, teachers, administrators, staff, families, volunteers, and members of the greater community in conversations about resources, programs, and technologies. Specialists carefully consider these suggestions and study possible refinements. When the curriculum in a specific subject is updated, specialists evaluate whether the resources available in the library media center are effective in meeting students' needs. In this way, analysis of the library media program contributes directly to instruction and influences students' learning opportunities.

Accomplished library media specialists take pride in maintaining a positive outlook, which enables them to reflect on problems as opportunities for innovation. For instance, the library media specialist, reading teacher, and classroom teachers might notice that, on assessments, some students are struggling with informational text. The team identifies specific strategies students could use, and the library media specialist incorporates these strategies into the instruction and guidance that are provided to students during research projects. Library media specialists also reflect on their own instructional practices. For example, after an unsuccessful twenty-minute demonstration on the proper care of library books in which kindergarten students become restless, the specialist might recognize that the problem involved a mismatch between the activity and the attention span of the students. The accomplished library media specialist would make necessary adjustments and revise the lesson, perhaps by shortening the demonstration or incorporating songs or finger play.

The professional challenges of accomplished library media specialists in an evolving field require a continual search for improvement. This search is grounded in dedication to student achievement. Specialists strive to strengthen and expand their knowledge base and to stay current with new trends, technologies, literature, and materials. Specialists reflect on how well they attain and fulfill practices of the profession. By developing the habit of introspective self-assessment, accomplished library media specialists constantly challenge and reinvigorate themselves and take responsibility for their own professional growth and development.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD XI: Teacher as Learner and Reflective Practitioner	
OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers seek to improve their knowledge and practice through a recursive process of learning and reflecting.	
<p>Accomplished early and middle childhood literacy teachers recognize that literacy is an evolving field, one in which teachers must employ their professional judgment to reflect on and discern what constitutes sound practice, even when facing challenges that do not lend themselves to simple solutions. They make daily reflection a priority because of its importance as a learning tool. Accomplished literacy teachers know that learning and reflection are recursive and that they have a positive impact on instructional practice, which ultimately improves student literacy.</p> <p>Accomplished teachers are positive role models of lifelong learning for their students as well as for their professional communities. Accomplished literacy teachers are risk takers, willing to learn about and try new teaching strategies that may improve the effectiveness of their instruction. They make their processes of learning and reflecting visible to their students and their professional learning communities in order to encourage enthusiasm for inquiry. Their students view them as passionate partners in learning. Accomplished literacy teachers are avid readers and effective, confident writers who reflect on and share knowledge in local and global communities. They continue to grow as readers and writers to improve their instruction.</p> <p>Accomplished teachers reflect on and learn from both their strengths and their weaknesses. They examine the ways in which their particular cultural backgrounds, values, biases, and experiences affect their beliefs, behaviors, and relationships. They reflect on how all these elements may influence what they teach, how they teach, and how they interact with students. Accomplished teachers have learned to be reflective before, during, and after they teach. They seek to broaden their perspectives in order to improve their effectiveness within a global and increasingly diverse environment.</p> <p>Accomplished teachers stay abreast of significant research findings in their field and related areas. They are critical consumers of intellectual content. They are able to evaluate research according to criteria such as validity, reliability, potential biases, and relevance to their practice, and they reflect on the implications of research for their practice. They are able to apply the same criteria to evaluate data and use the information to inform instruction as appropriate. In addition, they reflect on—and</p>	

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

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

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

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

Accomplished teachers reflect on their assessment practices, questioning whether they are using the most appropriate tools and methods for their purposes and, when necessary, finding assessments that are better aligned with their needs.

Accomplished literacy teachers reflect on the implications of assessment data and

<p>use them to inform their instructional practice. When they are part of a cross-curricular team, accomplished teachers share their assessment findings to learn about and improve classroom practice.</p> <p>As a result of ongoing learning and rigorous reflection, accomplished teachers have well developed positions on major issues in the field of literacy. Accomplished teachers know why they make deliberate instructional decisions, and they reflect on the results to inform further instruction. Teachers embrace the lifelong study of the art and science of teaching in order to ensure continued professional growth. Literacy teachers exemplify the highest ideals of scholarship and ethics. Literacy teachers take responsibility for their own educational advancement, employ professional standards to assess their practice, and reflect to ensure that they teach with effectiveness and dignity.</p> <p>Accomplished teachers realize that they must adapt to societal changes. Teachers recognize that the demands of their craft will change over time; indeed, they may change with each class and each student. Accomplished literacy teachers reflect on how issues within and outside their immediate classrooms influence their students. They seek to learn more about the evolving processes of reading, writing, listening, speaking, and viewing, and they reflect on their approaches to the teaching of all literacy skills. They focus on the specific needs of individual learners and ask themselves how they can best meet those needs.</p> <p>Accomplished teachers draw on many partners when learning and reflecting. They critically analyze the choices they make and justify the underlying principles of their teaching to gain insight into their knowledge and skills. They seek, construct, and apply new knowledge that is relevant to the classroom and profession and that advances student learning. Accomplished early and middle childhood literacy teachers understand that they must to engage in learning and reflection in order to continually guide and improve their practice.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VIII: Reflection and Growth	
<p>OVERVIEW: To improve practice, accomplished mathematics teachers regularly reflect on what they teach, how they teach, and how their teaching impacts student learning. They keep abreast of changes and learn new mathematics and mathematical pedagogy, continually improving their knowledge and practice.</p>	
<p>For accomplished mathematics teachers, every class and every course provide the opportunity to reflect and improve on an ongoing basis. Teachers modify their teaching practices based on their experiences and on the continuous process of self-examination, using a variety of strategies to collect data about their own teaching. They also gather information from students about the effectiveness of their teaching. For example, if a student is having difficulty with a particular aspect of algebra, a teacher might reexamine instructional methods and choices in order to help the student better understand the concept. This information may come from formative and summative assessments, classroom observation, homework, student conferences, or student surveys and forms the basis for ongoing improvement in teachers' knowledge and practice.</p> <p>The body of mathematics and the pedagogical bases for teaching mathematics are dynamic. The knowledge base of mathematics, mathematical theories and applications, and the evolution of technology, such as fractals, recursion, and computer Web design, present opportunities that change the way people engage in mathematical reasoning.</p> <p>Accomplished teachers regularly engage in solving problems in which solutions are not obvious. They do this to increase their mathematical knowledge and to mimic the experiences of their students. Through this activity, teachers gain insight into how difficult it can be to persevere in a problem-solving situation. For example, a teacher might take a higher-level mathematics course or solve problems from mathematics textbooks beyond the level they teach, from science textbooks, or from contests.</p> <p>Accomplished teachers keep abreast of strategies for improving mathematics learning and teaching through such activities as reading professional journals, dialoguing with peers, attending meetings and conferences, and participating in professional organizations. They continually participate in professional development and regularly refine their practices in light of professional knowledge and experience, while keeping in mind the intended effect on students when implementing any new knowledge such as research on the structures and development of the adolescent brain in relation to</p>	

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student decision-making. Whether extending their formal education or engaging in a self-directed plan, teachers actively pursue ways of enhancing their own knowledge and skills. They identify areas for self-improvement and seek strategies for reaching their educational and instructional goals.

Accomplished teachers work actively with colleagues to use their knowledge and understanding of mathematics and students to enhance student learning. Realizing the positive effect that shared experiences can bring to their own teaching practices, teachers may participate in lesson study or form professional learning communities. The idea of a professional learning community may include meeting with colleagues from within the content area, meeting with an interdisciplinary group of colleagues, or becoming an active member of an educational organization. These meetings may be face-to-face or via technology, informal or formal, regular or as needed. Teachers take from these discussions valuable information that will enhance their practice, while recognizing the cyclical nature of teaching and remaining open to examining their practice as ongoing professional development. At the core of reflection and professional development is the impact it will have on student learning.

Although accomplished teachers are alert to new developments in mathematics, technology, and mathematics teaching, they do not adopt blindly each new pedagogical method that becomes popular. Rather, they respect both new and time-tested thinking about mathematics teaching. For example, teachers understand that, although there is still a need for seeing geometry as a mathematical system with definitions and structure, students also understand geometry from the viewpoint of a dynamic system where the representations can be translated and transformed in ways that illustrate concepts in powerful ways. Teachers filter ideas through the lens of their own experiences and the particular needs of their students, incorporating new ideas as they fit those needs.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Reflection, Professional Growth, and Professional Contribution</p>	
<p>OVERVIEW: Accomplished music teachers reflect on their teaching, students’ performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field.</p>	
<p>Accomplished music teachers consider reflecting on their teaching to be central to their responsibilities as professionals and experts. Such reflection reinforces their creativity, stimulates their personal growth, and enhances their professionalism. Accomplished music teachers take responsibility for their professional growth, and they are models of the educated individual, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge base. These teachers define their responsibilities as professionals and experts to include a commitment to the continuing growth and development of their colleagues, their schools, their field, and themselves.</p> <p>Evaluating Results and Seeking Systematic Input from a Variety of Sources</p> <p>In their quest to improve their skills, accomplished music teachers seek information, assistance, and ideas about their teaching from a variety of sources. Feedback from students about the quality, climate, and interactions in class provides them with insight and direction. They reflect on input received from formal and informal conferences with parents, guardians, students, and others. They are alert to their own philosophical biases and take these into account when dealing with students whose backgrounds, beliefs, or values might be significantly different from their own. As careful observers of students, teachers constantly rethink instructional choices, analyzing the relationship between their practice and student learning. They might keep a journal of their reflections on their interactions with students or conduct research in their classrooms. They examine students’ needs in relation to the lesson at hand and to long-term objectives. The growth of their students as individuals is one of the most important indicators of their professional success.</p> <p>Refining Skills through Study and Reflection</p> <p>Accomplished music teachers are distinguished by their motivation for ongoing, objective self-analysis. They are motivated by the rapid changes they see around</p>	

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them—in their students, in their discipline, and in educational research literature—and by the desire to equip students for their future. They know that they must keep abreast of these changes to give their students the best possible education, and they regularly examine their strengths and weaknesses so that they can seek out and take advantage of opportunities for professional development. They are knowledgeable about technological advancements in their field, and they explore topics in which they might have limited expertise, materials, approaches, and instructional strategies. They are willing to experiment with new pedagogical approaches to strengthen their teaching.

Accomplished music teachers consider the prevailing research about learning and intelligence and critically assess the significance and impact of such findings. They thoroughly evaluate new approaches or ideas before employing them in their classrooms. They maintain an understanding of current research, trends, and information through such activities as reading professional journals, participating in professional organizations, attending conferences, taking graduate courses, and observing master teachers. They know that such efforts are essential for music professionals. From educational and cognitive theories, current debates, emerging notions concerning effective strategies, and promising research findings, they select those that could enrich and improve their teaching. Such teachers understand the major controversies in their field and can articulate their opinions on these issues; they have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, and school board members.

Involving Themselves in Curricular Decisions

Accomplished music teachers know how and when to question convention, tradition, and innovation in the search for strategies that will help all children succeed. They challenge ideas, requirements, curricular assumptions, and other factors that can limit teaching effectiveness, school quality, and student progress; they do so in ways that have a positive impact on the learning community. Students reap benefits from teachers whose reflective practice leads them to evaluate curriculum decisions and teaching strategies, and the entire music education profession benefits from the contributions of a lifelong learner.

Contributing to the Advancement of the Profession

Accomplished music teachers actively influence professional norms at the school level, encouraging an attitude of experimentation, collaboration, and professionalism among their colleagues as they work to establish and sustain a community of learners. They demonstrate no lapses in ethical or professional conduct, such as violating copyright law by copying music illegally or recording music without permission.

Teachers also view themselves as members of a larger learning community with responsibilities that extend beyond the classroom. Consequently, they can be found serving as peer coaches to experienced colleagues, acting as mentors to student

<p>teachers or new teachers, or providing leadership information to other teachers on ways to involve parents and guardians in their children’s education. They might make presentations at professional meetings; serve on education policy committees or councils; or work with educators from colleges, universities, or other institutions on pilot programs or action research projects. Some present at professional conferences or write articles for journals, newspapers, or professional publications. To benefit their programs and their field, others acquire grants or initiate professional development activities. Teachers might serve as conductors for city, county, state, or individual school ensembles or adjudicate festivals or competitions. They might also prepare performance groups for presentation at state, regional, and national conventions, sharing their programs’ successes with others to benefit the profession as a whole. Some serve on committees and task forces at state, regional, and national levels. Whatever their role, accomplished teachers continually seek to advance the profession in ways that will enhance student learning, effect positive change, and maintain the integrity of the discipline.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IX: Reflective Practice</p>	
<p>OVERVIEW: Accomplished teachers engage in meaningful introspection that challenges, informs, and guides all aspects of pedagogy and professional growth for the purpose of improving student learning.</p>	
<p>Reflection comprises a systematic, interwoven process of collecting, analyzing, and evaluating the thoughts and observations of teachers and their students. Accomplished physical education teachers view it as a dynamic and essential practice that helps them improve the effectiveness of their instruction. They set high standards for themselves, thoughtfully implementing varied and purposeful strategies to enhance student learning. Through the careful consideration of all factors affecting the learning environment, teachers engage in an ongoing assessment of how well they meet student needs. This deliberate process of self-examination compels physical education teachers to grow professionally. Reflection influences every aspect of accomplished teaching, from planning for and monitoring instruction to assessing its impact on students.</p> <p>Planning for Instruction</p> <p>Accomplished teachers use their knowledge of students to plan all aspects of instruction. As self-reflective practitioners, physical education teachers are aware of the biases and perspectives they have in relation to students, and they confront these issues through rigorous introspection. They carefully consider the physical, social, emotional, cognitive, and environmental factors that impact student performance. Accomplished teachers are astute observers of student behaviors and dispositions, and they utilize the insight they gain to augment student learning. For example, to help a timid but adept student build self-confidence, a teacher may invite the student to assume a leadership role and model a complex skill for the class. Reflection provides physical education teachers with a means of understanding and contextualizing vital information about students, such as school demographics, class dynamics, and student needs and abilities. Because they evaluate all facets of each class, accomplished teachers can prepare meaningful, culturally sensitive lessons that are purposefully linked to student outcomes.</p> <p>When planning for instruction, accomplished physical education teachers also consider their content knowledge and teaching experiences. They reflect on these to improve classroom instruction, determining what is important for their students to</p>	

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know and be able to do before selecting and designing learning activities. Accomplished teachers are creative teachers who plan diverse lessons for their students while promoting safe, equitable classrooms. To achieve the goal of student autonomy, they create opportunities for students to develop their own reflective strategies. For example, a teacher may challenge students to contemplate the environmental impact of a hiking activity and commit to zero-impact principles during their next outdoor experience. This type of personal evaluation helps students improve their performance, attitudes, and ethical behavior. Accomplished teachers recognize that reflection represents an integral thought process that they and their students can use to enrich the learning environment.

Monitoring Instruction

Reflective, accomplished teachers monitor and adjust learning experiences effectively during instruction. They utilize various methods to check student learning and comprehension, critically assessing the progress that each student makes throughout a lesson. If learning is inhibited for any reason, or students are not achieving a learning objective, accomplished physical education teachers modify their lessons immediately. For example, if the majority of students in a class do not reach their target heart-rate zone while playing soccer, an accomplished teacher may modify the game or the rules to increase active participation. Physical education teachers consider the structure of their learning environments as well as the teaching methods they use when appraising students' responses to instruction. Dedicated to facilitating student growth and achievement, accomplished teachers analyze instructional experiences, contemplate their design and execution, evaluate teaching outcomes, and determine instructional changes as needed.

Assessing Instructional Effectiveness

Accomplished physical education teachers use assessments to help them reflect on the productivity of their teaching as well as the performance of their students. They implement a wide range of strategies to check student learning, modifying assessments and lessons as required to meet the needs of all students. Physical education teachers use the information they gain from assessments to advance student learning by creating opportunities to optimize knowledge and understanding. For example, a teacher who has had students write about the components of health-related fitness may extend the exercise by having students draw, create a visual display, or produce a short film to develop their comprehension further. When physical education teachers realize that students do not fully grasp a concept or cannot perform a skill using correct form, they determine which cues or progressions will help students achieve success. The reflection of accomplished teachers leads to a high level of instructional effectiveness. (See Standard VIII—Assessment.)

<p>Evaluating Teaching Practices</p> <p>Accomplished physical education teachers look for gaps between the knowledge and skills they have and the type of instruction their students need. They initiate professional development opportunities based on this comparison so they can augment their ability to work effectively with students. Physical education teachers understand that the key to lifelong personal and professional growth emerges from reflection. They use different methods to study all facets of their practice. For example, a teacher may seek feedback from a colleague or may analyze the video recording of a class session to evaluate and improve a teaching approach. As introspective practitioners, teachers hold themselves accountable to a rigorous set of professional standards. The intentional reflection of accomplished teachers guides the transfiguration of their practice and supports student success.</p> <p>Conclusion</p> <p>Accomplished teachers engage in a continuous cycle of reflection to examine the impact their teaching has on student learning. They use the knowledge they gain to modify their teaching and build a coherent course of instruction for their students. Physical education teachers utilize a thorough understanding of their students to adjust lessons and progressions and plan future activities. For accomplished teachers, consistent and active reflection takes place during all phases of instruction, allowing them to make sound curricular choices, improve their teaching practices, and critique the overall effectiveness of their physical education programs. Accomplished physical education teachers pursue professional development based on a judicious consideration of the skills and knowledge they need to diversify their instructional content, strengthen their pedagogical practice, and transform their teaching, all to the benefit of their students.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD XI: Reflective Practice	
OVERVIEW: Accomplished school counselors integrate their knowledge, skills, and life experiences to respond effectively to new or unexpected critical events and situations. They monitor and refine their work with continuous, in-depth reflection.	
<p>Accomplished school counselors think reflectively about their practice, and they use that self-reflection to achieve both short- and long-term goals. At times, this self-reflection is nearly intuitive, combining their knowledge, skills, and experience to respond quickly and effectively to crisis situations. At other times, this self-reflection is a slow, thoughtful process, allowing school counselors to examine their practice and improve their services to students.</p> <p>Accomplished school counselors are adept at knowing what to do in new and unexpected critical events and situations. Their ability to synthesize and integrate their knowledge, skills, and life experiences allows them to think comprehensively and creatively and to act accordingly. They demonstrate advanced skills in relationship-building by handling difficult situations, such as confrontations with hostile parents or overstressed teachers, or schoolwide trauma. They are skilled facilitators and mediators, and, when appropriate, they do not hesitate to step in when differences of opinion escalate to interpersonal conflict. They frequently anticipate issues before they become serious problems and see beyond symptoms to potential root causes. For instance, an accomplished school counselor who notices a subtle increase in absenteeism, disciplinary actions, and negative classroom behavior could develop a hypothesis that the actions result from stress or depression rather than automatically regarding these behaviors as problems or passing off the concern to administrators. The school counselor could then provide stress management or coping skills to students or make appropriate referrals to reduce the likelihood of serious consequences. School counselors synthesize anecdotal and empirical evidence with contextual cues to facilitate effective and efficient problem solving.</p> <p>Understanding the school as a whole system and as part of a larger system with political, demographic, historical, and economic elements is essential to the practice of accomplished school counselors. They are attuned to the routines of the school cycle, and they anticipate recurring events. They combine reflective practice and interpersonal skills to build coalitions that can address issues in comprehensive ways. They facilitate broad-based groups in discovering innovative and cost-effective strategies to address systemic issues.</p>	

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<p>Facing a multitude of pressing issues, accomplished school counselors are able to respond calmly, methodically, and responsibly to direct each situation to the most effective problem solver. The volume, intensity, and complexity of student issues, however, often outdistance a school counselor’s training or resources of time, energy, and emotional stamina. Through thoughtful self-reflection, accomplished school counselors know when they should handle a situation themselves and when to refer the situation to another professional. They are alert to when their own psychological reserves run low and apply appropriate self-care strategies. They have a support system in place that allows them opportunity to reflect and to refresh and renew themselves.</p> <p>Students benefit from school counselors whose reflective practices lead them to evaluate how they allocate their time and focus on the best results for students. Accomplished school counselors understand that their primary resource is time and that they must analyze how to apply their knowledge and skills efficiently to achieve positive results for students. During their careers as school counselors, they have learned how to handle multiple requests for assistance in timely ways, and they continue to improve these skills. They are deeply committed to reaching each student in a meaningful way and resist the temptation to focus exclusively on responsive services.</p> <p>Through in-depth reflective practice, accomplished school counselors examine their counseling skills, constantly challenge themselves to improve, take responsibility for their own professional growth and development, and reinvigorate themselves professionally. They know that both their own performance and the performance of their program are vital to ensuring the success of every student. In their reflective practice they monitor their own performance in terms of self-imposed standards as well as ones set for them by others. Students observe the school counselor as the model of a lifelong learner committed to school counseling and as an advocate for the implementation of a comprehensive school counseling program that promotes success for all students.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

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SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD IX: Reflection	
OVERVIEW: Accomplished science teachers continually reflect on their teaching practice in order to maximize their own professional growth and improve the quality of their students’ learning experiences.	
<p>Introduction</p> <p>Accomplished science teachers possess a spirit of inquiry and embrace reflective conversations. They realize that successful reflection requires more than a willing attitude or a routine set of skills; it demands careful thought based on evidence. Accomplished science teachers understand that reflection is a tool for improving their practice. They know how to reflect effectively to maximize their own professional growth, which will ultimately lead to student learning. They understand the nature of reflection, the different types of reflection, and the purpose that reflection serves in enhancing student learning.</p> <p>What Is Reflection?</p> <p>For accomplished science teachers, reflection is the ongoing, intentional, introspective process of reviewing evidence from one’s teaching practice with regard to one’s educational goals, philosophy, and experiences. The purpose of reflection is to improve teaching and learning. Profound and productive reflection requires an open mind, genuine enthusiasm, professional integrity, and discipline. There are two main types of reflection: reflection on teaching and reflection in teaching.</p> <p>Reflection on teaching is the deliberate, persistent, and thoughtful examination and contemplation of evidence resulting from the practice of teaching. Accomplished science teachers engage in this type of reflection outside the act of instruction in order to gain insights into their teaching practice, achieve new perspectives on education, and establish a record of their progress towards their goals. Accomplished teachers continuously and systematically examine, analyze, and evaluate all areas of their professional endeavors. They see reflection on teaching as a powerful mechanism for improving their practice.</p> <p>Reflection in teaching is the process by which teachers reflect on their teaching as it is happening and make immediate adjustments—whether in thought or in action. Accomplished science teachers are able to respond quickly and purposefully as challenges arise and opportunities occur. For example, an experienced teacher notices</p>	

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when an initial example does not resonate with students and quickly provides an alternative.

Accomplished science teachers take an inquiry stance in regard to their own practice. They make observations, propose hypotheses, collect evidence, identify patterns, and draw conclusions as a means to assess themselves and their work. Teachers then adapt, revise, and strengthen their teaching practice to improve student learning. Reflection reveals to teachers the evidence of their professional growth and suggests ways to proceed effectively in the future. (See Standard III— Curriculum and Instruction.)

The Importance of Reflection

Accomplished science teachers are lifelong learners and members of learning communities who continually strive to advance their teaching practice. Teachers are aware of their personal strengths and weaknesses and use this knowledge to work toward achieving their professional goals. Accomplished teachers comprehend that reflection plays an important role in their improvement.

Accomplished science teachers have a vision for their students, the dynamics of their classroom, their own teaching role, and the future of the profession. As they reflect on their practice and assess its effectiveness, they adapt, revise, and strengthen teaching strategies to make learning more meaningful. They view each year as another opportunity to improve.

Accomplished science teachers seek opportunities for collaborative experiences that can support reflection. By collaborating with others, teachers are able to generate insights that they could not attain on their own. One goal of reflection is to better understand how new teaching practices can improve student learning. Reflecting with other teachers helps to reorient thinking, reaffirm effective decisions, reduce isolation, prompt further analysis, and attain important insights. Conversations with colleagues can provide a broader perspective and a more objective vision of one's own practice within a safe space for receiving constructive feedback. By including esteemed colleagues in the reflective process, accomplished teachers gain access to further expertise and a more complete perspective.

Accomplished science teachers know that self-reflection contributes to teachers' depth of knowledge and skill and adds dignity to their practice. Accomplished teachers ground their entire practice on a profound belief in the intellectual and academic merit of teaching. Reflection is therefore a critical element that improves and refines an accomplished science teacher's professional life. (See Standard VII— Advancing Professionalism.)

Accomplished science teachers consider new pedagogical ideas and carefully evaluate the applicability of these innovations to their own teaching. These teachers can speak compellingly about why they make the pedagogical decisions they do. They clarify

their instructional goals to students and adapt and extend resources to achieve best practice. Accomplished teachers regularly reflect on student performance with respect to instructional goals in order to understand student learning and improve instruction. (See Standard IV—Assessment.)

How to Reflect

Accomplished science teachers reflect on how curriculum, instruction, assessment, the fair and equitable treatment of students, and the learning environment all impact student learning. Teachers evaluate these elements in order to determine if their teaching generated the intended outcome. When it is appropriate to do so, accomplished teachers make modifications in their approaches. Teachers then reflect on the changes they have made and determine the impact of those changes on students' learning. This cycle repeats throughout the school year and throughout the teacher's career.

Accomplished science teachers understand that while reflection is an individual endeavor, collaboration is a powerful catalyst for reflection. When necessary, accomplished teachers proactively form groups for face-to-face discussion or seek out colleagues to collaborate with online. (See Standard VII—Advancing Professionalism.)

Accomplished science teachers understand that reflection is not just snapshot summary at the end of a lesson, unit, or year. Rather, it is an ongoing process. Accomplished teachers reflect throughout the entire cycle of instruction. They recognize that the demands of high-quality science teaching change over time; indeed, they change with each class and each student.

Accomplished science teachers also understand that reflection must include attention to the student's role in the learning process. Accomplished teachers do not just focus on their own actions as instructors; they focus on how students engage in the learning process, asking themselves questions such as how much time students spend on task, what behavior problems students exhibit, and how often and in what manner students collaborate with each other. For example, as a measure of productive discourse a teacher may reflect carefully on how much time the teacher spends talking versus how much time students are talking.

To assist in reflection, accomplished science teachers gather evidence of their teaching such as videos, lesson plans, teacher-created instructional materials, student work, observation notes from colleagues, and photographs. These artifacts create opportunities to deepen analytic reflection because the artifacts enable teachers to uncover and question assumptions about student learning and their teaching.

Reflective Practice

Accomplished science teachers use their capacity for reflection to experiment with new approaches in a systematic and analytical fashion. Accomplished teachers reflect

on the precise ways in which their instruction can be improved in order to capitalize on their students' strengths, needs, learning profiles, and prior knowledge. For example, a teacher might ask questions such as, "Why didn't my students understand the phases of the moon? Why do they think that clouds cause the phases? How can I lead them to confront their developing concepts and facilitate the development of the accepted scientific explanation?" Teachers anticipate student responses and are consistently able to take advantage of the unplanned opportunities that present themselves over the course of the school day in ways that are meaningful to students. For example, if a student asks a question that is loosely related to the class discussion, an accomplished teacher is capable of weaving the new idea into the fabric of the lesson while maintaining the focus of the lesson and student engagement. Accomplished science teachers are aware that reflection must be developed and practiced regularly if it is to become embedded in their practice. (See Standard I—Understanding Students.)

As part of reflective practice, accomplished science teachers identify and implement tools to measure the success of their innovations. Accomplished teachers understand that highly useful tools for reflection could include videos and journals. Videos of their own teaching allow teachers to replay events to capture key evidence of implementation or the impact of an aspect of teaching. Reflective journals allow a teacher to document progress; preserve thoughts, feelings, and insights for future analysis; and project future goals. For example, a strategy to improve classroom discourse could include a chart to keep track of factors such as how often teachers engage specific students, how much time teachers spend talking versus fostering opportunities for student interactions, and whether there is any evidence of bias in the classroom. The teacher would then use the results of the observations to determine the effectiveness of the innovation.

Reflection is centered on student progress; therefore, accomplished science teachers involve students in providing rich contexts for teacher reflection. For example, a teacher might use exit cards every day and reflect on student responses before finalizing the instructional plan for the following lesson. Alternatively, a teacher might focus on interactions with students, such as group discussions or student interviews. For example, a teacher might use a fishbowl activity related to the norms of the scientific community in which a small group of students and the teacher sit in a circle of desks in the middle of the room while the rest of the students remain on the outside. The teacher would facilitate a discussion within the inner circle while the students in the outer circle observe. Then the teacher would give those in the outer ring a chance to summarize and expand on the conversation. Finally, an accomplished teacher would use the observations of the second group of students to improve the instructional process and enhance the learning environment.

Accomplished science teachers make time, find space, seek out support, capitalize on professional learning opportunities, develop learning communities, devise creative ways to collect evidence, and define clear professional goals for themselves in order to improve reflective practice. Accomplished teachers make every effort to remain

objective as they collect evidence, seek outside opinions, and draw conclusions. Accomplished teachers understand the complexities of teaching and learning and recognize that all actions occur within a context. Accomplished teachers move forward with reflection persistently but cautiously, remembering to be constructive, to not take criticism too personally, and to represent their practice honestly.

When to Reflect

Accomplished science teachers take time to reflect, and they know that the reflection process must be ongoing, not just a summative activity after a test, quarter, or semester. Teachers reflect in the moment to alter their instructional actions in response to student feedback. Accomplished teachers reflect when there is a serious disruption, when a dilemma arises, to capitalize on success, or when working toward a professional goal. Accomplished teachers view each year, each day, and even each lesson as another opportunity to improve the quality of their own teaching practice and to enhance the knowledge and stature of their profession, and they make reflection a regular part of their routine.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Reflection</p>	
<p>OVERVIEW: Accomplished social studies–history teachers engage in purposeful reflection as a systematic self-examination of all aspects of their teaching to extend knowledge, improve teaching, and refine their practice and their philosophy of education.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers know reflection is a purposeful, systematic self-examination of all aspects of their teaching and use it to advance and deepen student learning. Teachers reflect on their practice, on students’ performance, and on developments in their field so that they can steadily extend their knowledge, improve their teaching, and refine their philosophy of education. While they are knowledgeable about the subjects they teach, they also know gaps may exist in their learning and that teaching social studies–history requires not only a breadth of knowledge but also a depth of knowledge. Therefore, they work to strengthen their knowledge of subject matter, pedagogy, and students. Teachers also recognize how their subject matter connects to other disciplines. Reflection is central to teachers’ responsibilities and growth as professionals.</p> <p>Extending Knowledge</p> <p>Accomplished teachers question what they need to know in terms of subject matter, new scholarship, and current methodologies. They take steps to expand their knowledge and skills accordingly. Teachers consider prevailing research findings about learning, cognition, and intelligence, and they recognize its application and limitations. Reflective teachers understand contemporary educational theories, emerging practices, current debates, and promising research findings, and use this information to improve their teaching. Teachers reflect on the major controversies in their field. These controversies include depth versus breadth and cursory knowledge versus in-depth application and synthesis.</p> <p>Improving Teaching</p> <p>Accomplished teachers engage in reflective thinking to support and enhance their instruction. They recognize reflection is integral to strengthening and deepening their practice. They draw on their strengths to improve students’ learning and improve upon their weaknesses to enhance instructional practices. For example,</p>	

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when analyzing results of an assessment, the reflective teacher might associate student achievement with a particular type of instructional strategy or delivery. From this reflection, the teacher might revise future lessons accordingly.

Accomplished teachers' reflective practices take place individually and with peers and other professionals. Teachers regularly reflect with peers through learning communities and a variety of interactions such as analysis and comparison of student work, informal discussions, and non-evaluative peer observations. Observations and discussions can shape teachers' decisions about methods to improve practice. Non-evaluative peer observations, for example, might produce data upon which to design and implement action research. This data can also be used diagnostically to help individual students and improve instructional programs. Working with students, colleagues, parents, and other stakeholders, teachers can pinpoint if, when, and how their practices should change and, thereby, modify less effective practices or replace them with more promising approaches.

Accomplished teachers collect and reflect on evidence from a variety of sources that provide them with insight and direction. Teachers carefully analyze input received from formal and informal conferences with families, students, and others. These observations and discussions influence teachers as they reflect on their planning, monitoring, assessment, and instructional techniques. For example, after conferencing with students regarding their essays, teachers might consider the need for higher-order thinking skills in student writing. Teachers seeking to improve writing instruction might participate in a literacy institute, take a summer course on writing across the curriculum, or engage in action research on writing strategies designed to improve student learning.

Accomplished teachers formulate cogent reasons for curricular decisions that can be explained clearly to students, families, colleagues, administrators, school board members, and the public. For example, a teacher who incorporates discussion of controversial public issues in the classroom can explain the necessity of deliberation in preparing students for participation in a democratic society, and can point to research demonstrating that students who participate in academic controversies develop better understandings of subject matter.

For accomplished teachers, every class and every activity provides opportunities for reflection and improvement. When things go well, teachers think about why the class succeeded and how to adapt lessons learned to other classes. When things do not go as well as expected, teachers reflect on how to improve instruction to avoid differences between teacher expectations and student achievement in the future. As teachers assess work in progress and the final products of their students, teachers assess themselves as well. For example, if students and parents report they have trouble understanding where particular activities fit into the overall course of instruction, a teacher might begin sending home monthly newsletters with a preview of forthcoming lessons and an explanation of their purposes. Teachers might retire an engaging unit or project because it does not meet learning targets, and replace it

<p>with an assessment that more directly correlates with a student learning standard or measures competency in a specific skill.</p> <p>Through reflection, accomplished teachers continually explore ways to heighten student engagement. For example, by incorporating visual arts and music into activities, teachers can engage students with multiple learning styles, helping them to connect to the current topic of study.</p> <p>Philosophy of Education</p> <p>Accomplished teachers possess a well-defined yet flexible philosophy of teaching. Teachers’ educational purposes correspond with experiences they provide to students, and teachers consistently reflect on achievement of those goals. Whether the teacher’s educational ideology consists, for example, of rational humanism, religious orthodoxy, critical theory, progressivism, or cognitive pluralism, the reflective teacher can articulate the intention behind their decisions in organizing educational experiences for students.</p> <p>Accomplished teachers reflect upon ways their own learning experiences and preferences affect their assumptions about teaching. Teachers are aware of other factors that may drive or influence their practice. For example, reflective teachers know ways in which their own cultural backgrounds, perspectives, values, and personal experiences influence their teaching. They are conscious of their own philosophical filters and consistently evaluate how these influence their expectations, planning, and teaching. As teachers reflect on experiences and assumptions, they refine their philosophy and are able to clearly articulate it to others. They may ask for anonymous feedback in the form of classroom or online surveys that address curricular units, classroom routines, and the teacher’s style and characteristics. Reflective teachers are aware of how their actions affect students and their colleagues, and they model reflective practice at all levels.</p> <p>Accomplished teachers are models of educated individuals, and they continually deepen their knowledge base, expand their repertoire of teaching methods, and sharpen their judgment and philosophy. They exemplify high ideals and embrace the highest professional standards in assessing their practice and learning from experience. By looking at areas in which students have gaps in learning, teachers examine whether there was a deficit in instruction, a lack of adequate student preparation, or a weakness in the teacher’s knowledge or skill base. Teachers make decisions and act with integrity, seeking to achieve congruence between their educational philosophies and their practices.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

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WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VIII: Reflection	
OVERVIEW: Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.	
<p>For accomplished teachers, every classroom experience provides an opportunity for reflection and improvement. Teachers know that the demands of their craft change over time and, indeed, with each class and each student. Teachers view each class session and learning activity as another opportunity to improve the quality of their teaching, their interactions with students, and their professional vision. No matter the success of an activity or lesson, the reflective professional believes it can be improved or altered to more effectively meet students’ needs. Accomplished teachers critically examine their practice on a regular basis by describing, analyzing, and reflecting on their successes as well as on their setbacks in the classroom, rethinking instructional choices to maximize student learning and fulfill short- and long-term objectives. Always open to innovation, teachers continually seek information, assistance, and ideas from a variety of sources—including students, parents, and colleagues—to gain insight regarding their planning, assessments, and instructional techniques. For example, teachers might initiate and participate in face-to-face or virtual study groups to reflect on their teaching practices. Effective reflection stimulates a teacher’s creativity, guides personal growth, contributes to content knowledge and classroom skills, and enhances student learning.</p> <p>Teachers willingly conduct informal or formal research on their own and use the results to set instructional goals both for themselves and their students. For instance, a teacher might engage in action research by evaluating the effectiveness of Total Physical Response Storytelling on student learning. In this case, the teacher might formulate a hypothesis, read current research about the methodology, obtain training on the technique, implement a Total Physical Response Storytelling unit, adjust instruction based on data gathered from student work, and evaluate data in light of the hypothesis to draw appropriate conclusions about the method. Such introspective self-assessment is a habit of accomplished teachers by which they challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice.</p> <p>Teachers know that instruction in world languages is an evolving field. In their quest for self-renewal, they investigate the most recent research in making curricular and instructional decisions. Teachers are up-to-date on issues of research in the field and</p>	

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conversant in current professional literature, and—because they engage in a process of study and reflection that permits them to assess current research—they apply this knowledge as necessary to their own instructional programs.

Teachers stay abreast of relevant technological advancements and are familiar with how technology not only assists instructional planning and delivery of instruction, but also offers ways to examine the effectiveness of lessons. Teachers avail themselves of technology to update their own knowledge; assist their planning, assessment, and research; and communicate and collaborate with colleagues to improve instruction and enhance professionalism. Accomplished teachers create and design learning activities and projects meaningful to students that integrate technology into lessons, empowering students to participate in real-life situations and interact with the world. As careful observers of students in such twenty-first century situations, teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>

Understanding by Design Template (Source: Wiggins and McTighe)

Professional Learning Community Facilitators' Guide to Exploring Accomplished Practice

Discussion Title: Core Proposition 5

Subject/Topic: Teachers are members of learning communities.

Key Terms: Knowledge of students, pedagogical decisions, arrange student services, families become active participants, use data and input from families to make pedagogical decisions, analyze curricula critically, SEL connected to intellectual growth, keep abreast of curricular materials, technology, professional organization's research, maintain accurate records communicate effectively, collaboration, invite others into the classroom to share experience, knowledge of systems structures, regular communication with families, peer observation, develop strategies to gather feedback and insights to assess student learning and professional practice, cultivate student knowledge of local community, fostering cooperation, reflect on teaching,

Designers:

Diane Allegro and Lori Beza, NBCTs; Gale Sookdeo, NBCT and Millicent Starks, NB Candidate; Rita Floess and Colleen McDonald, NBCTs; Erin Gilrein and Jennifer Wolfe, NBCTs

Materials Needed: varied by conversation; Student work, computer, projector, post-its, chart paper, unit plans

Suggested links (including ATLAS): Included in individual conversation frameworks.

Discussion Purpose/Summary:

Accomplished teachers reach beyond the boundaries of their individual classrooms to engage wider communities of learning. They connect with local, state, national, and global groups in person or via technology to take advantage of a broad range of professional knowledge and expertise. Accomplished educators draw on those resources when instruction their students and participating in duties that contribute significantly to the quality of schools and student learning. Those duties address two areas of responsibility: collaboration with other professionals to improve the effectiveness of schools, and partnership with families and other stakeholders to promote the education of children and young adults.

UbD Template — Wiggins & McTighe, *Understanding by Design*

Stage 1: Identify Desired Results

Established Goals

At the end of this section, participants will have engaged in professional discussions regarding:

- gaining knowledge of students through careful study and engaging various resources
- utilizing information from family and other adults in students' lives, alongside data, to inform pedagogical decisions
- engaging families as active participants in their child's education
- analysis of curricula to establish new priorities and communication strategies for informing the school community
- staying abreast of new resources, research materials, technological developments, and implications for subject area and teaching
- maintaining accurate records to communicate effectively with families and other educational stakeholders
- supporting equity and promoting continuity through collaboration with other educators
- establishing partnerships to navigate system structures and schedules to implement improvements, modify organizational and curricular aspects of instruction
- gather feedback and insights, through multiple strategies, from a range of stakeholders to assess student learning and instructional practice
- working collaboratively with families to inform, respond, and listen while respecting their views
- working collaboratively to improve teaching methods, explore new instructional strategies, strengthen instructional practices and engage in pedagogical discussions

Enduring Understandings

Participants will understand that...

- Teachers collaborate with other professionals to improve school effectiveness to improve school effectiveness.
- Teachers work collaboratively with families.
- Teachers work collaboratively with the community.
- Teachers use assessment choices based on collaborative knowledge of students, learning objectives, sound assessment principles and practice to improve student learning.

Essential Questions

How does being a member of learning communities impact professional practice and student learning?

How does collaboration with other stakeholders positively impact student learning?

How does communication impact collaboration with other stakeholders?

Participants will know...

- how to describe, analyze, and reflect upon instructional practice and collaboration
- how to engage all stakeholders,
- how to collaborate with professionals to improve school effectiveness
- how to work collaboratively with families and the community to improve student learning

Participants will be able to...

- describe, analyze, and reflect upon instructional practice and collaboration
- collaborate with colleagues as members of a team, sharing knowledge and skills while contributing to the ongoing development of strong schools
- communicate with parents and families to inform of children's accomplishments and challenges, respond to questions, listen to concerns, and respecting their views.

Stage 2: Determine Evidence for Assessing Learning

Performance Expectations:

- Identify a Problem of Practice
- Look at student work and assessment results to assess student learning and determine next steps
- Participates in the PLC as a member of the learning community

Other Evidence:

- Based on participants' reflection and self-assessment
- Discussion and sharing of communication/outreach to various stakeholders

Stage 3: Build Learning Plan

Learning Activities:

(Pre-Set) Identify a Problem of Practice

- Crosswalking Core Prop 5 and the Equity Standards (Lesson 2)
 - What steps might be taken to ensure assessment results provide consistent, fair, and accurate information about student performance?
- Teacher as member of professional learning community. (Lesson 1)
 - How is a need for professional learning identified? How might an identified need be effectively addressed in a community of learners?
- Teacher as communicator. (Lesson 3 (families) and Lesson 4 (others))
 - What might be some various communication strategies to engage stakeholders?
 - What might be some ways to establish, cultivate, and maintain the dialogue needed to gather information, regarding students, from stakeholders?
- Teacher as collaborator. (Lesson 5 (collaboration) Lesson 6 (advocacy))
 - How might a student need be identified which requires advocacy, collaboration, and/or leadership?
 - What might be the impact on student learning of addressing the student need?
- Teacher as leader (lessons 7, 8, 9)
 - How has your instructional practice evolved as you have gained knowledge of students and learned from experiences? How will this learning be shared with others? (Lesson 7)
 - How has your instructional practice evolved as you have gained knowledge of students and learned from interactions with colleagues, students' families and caregivers, other community members or participation in professional learning and discussions? How have you successfully shared this learning and its impact? (Lessons 8)
 - In the future, what additional approaches or additional steps might be taken to further enhance knowledge of students? How might they be helpful? How might you share your learning or experiences beyond your classroom? (Lesson 9)
- Use of data gathered from collaborations to improve student learning (Lesson 10)
 - What are the sources of information for the data you have gathered and some of the trends you then identified? What might be some strategies you use to integrate this information into your next steps?



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 1: Core Proposition 5 Evidence Review

Brief Description: In this lesson, teachers will baby-step into a deep dive into the language of Core Proposition 5.

“Teachers collaborate with other professionals to improve school effectiveness.”

What Teachers Should Know and Be Able to Do, pg. 35

Protocols Included: Whole class discussion, Fishbowl, Close reading

Outcome-based objectives:

Objectives
<i>Teachers will speak about and reflect on their teaching practice as seen through the language of Core Prop 5.</i>
<i>Teachers will use Core Prop 5 and conversation to brainstorm ideas to implement this week in their classroom.</i>

Length/Timing: 60 minutes

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i></p> <ul style="list-style-type: none"> Only interest in professional learning is needed prior to this lesson.
<p><i>In PLC:</i></p> <p>Teachers need access to <i>What Teachers Should Know and Be Able to Do</i>. This can be electronic access or the facilitator can provide copies.</p>

Process:

Steps and Time	Notes, suggestions, materials, etc.
<p>View video clip.</p> <p>How do the 5 Core Propositions encompass what teachers should know and be able to do?</p> <p>How do the 5 Core Props allow us to discuss, analyze, and reflect on effective teaching practice regardless of subject/grade level?</p> <p>(5 minutes)</p>	<p>Video Clip:</p> <p>https://www.youtube.com/watch?v=HlD6tm4HsvA</p> <p>https://www.youtube.com/watch?v=J4_o20MgUqg</p>
<p>Teachers think systematically about their practice and learn from experience.</p> <ul style="list-style-type: none"> What are the key verbs in Core Proposition 5? 	<p>Write Core Proposition 5 on the board:</p>



Accomplished Teaching Series



<ul style="list-style-type: none"> • What does it mean to think systematically and learn from experience? • How does this show up in your daily teaching practice? Elicit specifics. • What is the outcome/ impact of thinking systematically and learning from experience? (5 minutes) 	
<p>Fishbowl with Inner/Outer Circle:</p> <ul style="list-style-type: none"> • Inner circle will offer commentary about how this appears in teaching practice. <ul style="list-style-type: none"> ○ Facilitator sets a timer that gives enough time for everyone to speak once (and makes sense time-wise with the number of participants) • Outer circle will listen and ask questions of the inner circle. <ul style="list-style-type: none"> ○ Facilitator offers less time for the Q&A section. <p>(20 minutes)</p>	<p>The sentences for all rounds come from the CP 5 headers in the What book. Inner circle participants for the third round can be a group of volunteers, or the third round can be held as a whole group discussion.</p> <p>Round 1: Write on the board: Teachers Collaborate with Other Professionals to Improve School Effectiveness Round 2: Write on the board: Teachers Work Collaboratively with Families Round 3: Teachers Work Collaboratively with the Community</p>
<p>Instruct teachers to turn to p. 34-39 of “What Teachers Should Know and Be Able to Do.”</p> <ul style="list-style-type: none"> • Read through this core proposition. Note key verbs from each section. • List specific evidence of this core proposition from your teaching practice. • Use the language from this reading to brainstorm ideas that you can implement this school year. <p>(30 minutes)</p>	<p>What Book Links: (whole PDF to print) http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf (clickable website version) http://accomplishedteacher.org/</p>

Source(s): See links in right hand column

Connections and Extensions: Begin reading and annotating your certificate-area standards, annotate for key verbs and make margin notes about what you already do in your teaching practice and ideas from the standards that you can implement this year.

Include videos of learning communities to encourage additional conversations or offer examples:

Instructional coaching:

<https://www.teachingchannel.org/videos/benefits-coaching-teamwork-nvps>

Teacher collaboration :

<http://www.teachingchannel.org/videos/mid-lesson-teacher-collaboration-nsf>

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 2: Crosswalking Core Proposition 5 with National Board Equity Standards

Brief Description: Teachers will compare the NYS Standards, the language for Core Proposition 5, the National Board Equity Standards, and walk away with ideas to increase equity in their teaching practice.

“Accomplished teachers work with other educators to plan instructional programs that promote continuity and support equitable learning experiences for all students.”

What Teachers Should Know and Be Able to Do, pg. 36

Protocols Included: Whole class discussion, Close reading, Think-Share

Outcome-based objectives and assessments:

<i>Objectives</i>
<i>Teachers will be able to articulate the language of equity in the accomplished teaching body of knowledge.</i>
<i>Teachers will be able to plan action items to increase equitable teaching practice.</i>

Length/Timing: 60 minutes

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Materials or Special Set-up Required:

<p><i>Before Conversation:</i></p> <ul style="list-style-type: none"> • Candidates need to have at least completed 1 read through of their certificate area standards.
<p><i>In PLC:</i> Candidates need their certificate area standards and facilitator needs to provide the equity standards bundle.</p>

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Write CP 5 on the board. How can the NB Standards help teachers become members of learning communities and lead learning communities?	
NB Standards Overview Clip & Discussion (5 minutes)	Clip Link: https://www.youtube.com/watch?v=BkSbR5RbAk4



Accomplished Teaching Series



<p>Facilitator-Led Discussion: Read across each row's NYS Standard & CP 5 description. Pause after each row,</p> <ul style="list-style-type: none"> ● Circle the verbs ● How do these actions demonstrate this NYS Standard? ● What differences do you notice between this Core Proposition and the correlating NYS Standard? ● How might knowledge of this CP inform conversations that you have with your supervisor regarding your observations? <p>(10 minutes)</p>	<p>Distribute this handout: https://docs.google.com/document/d/1Py_aPUkV-UaXD-IvZba1h5GY7c4fTsHDsWZGMLoBLc14/edit</p>
<p>Instruct teachers to open to their Standards-at-a-Glance pages and open the Equity Standards bundle.</p> <ul style="list-style-type: none"> ● Teachers (individually) match NB Standards to each row. Tell them that more than one standards fit within each row, and standards may be used more than once. <p>(15 minutes)</p>	<p>Equity Standards bundle: https://drive.google.com/open?id=0BxWch6B5or3bbDUzZXBWVmhGZ1U</p>
<p>Teachers will jot down how they already have evidence of this Core Proposition in their teaching practice. Instruct teachers to form small groups (does not need to be subject/level specific). (25 minutes)</p>	<ul style="list-style-type: none"> ● Teachers will brainstorm with their groups specific ways to demonstrate this Core Proposition. This may include sharing out what they already do with their groups to get ideas from each other.
<p>Share out: What is one great new idea you would like to implement next week? Write this idea in your planbook, or set a smartphone calendar reminder for it. (5 minutes)</p>	

Source(s): See right hand column above.

Connections and Extensions: Facilitator prompts continuing to close read standards by annotating for verbs and making margin notes about ideas to implement.

Videos for conversation: Atlas Case #1218: <https://atlas.nbpts.org/cases/1218/>

Coaching for Equity: <https://www.teachingchannel.org/videos/coaching-for-equity>

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Accomplished Teaching Series~Lesson 6

Core 5: Topic 3: Teacher as Communicator

Brief Description: Teachers will discuss and brainstorm effective methods to increase communication with families, and they will engage in a text-stimulated debate about improving parent-teacher communication.

“Teachers work collaboratively with families.”

What Teachers Should Know and Be Able to Do, pg. 38

Protocols Included: Close read, text-based seminar, whole class discussion

Outcome-based objectives:

Objectives
<i>Teachers will be able to discuss and analyze methods for parent communication.</i>
<i>Teachers will discuss the effectiveness of and barriers to parent communication.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Discussion Questions and Materials:

What are some communication strategies to engage families and other educational stakeholders?

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
Facilitator elicits & writes on board: How do you communicate and collaborate with families? How do you know these methods are effective?	~10 minutes
Close read of CP 5 section on Working Collaboratively with Families (pg 38). <ul style="list-style-type: none"> Teachers independently read and highlight what resonates with them & record how this resonates in their practice. 	Optional Handout: https://docs.google.com/document/d/12dyzpfzGUrbYDjM5VWDgmUF8iimhb8_qhtYKZSj0V58/edit



Accomplished Teaching Series



Facilitator elicits share out of ideas and encourages teachers to jot ideas about how to increase collaboration and communication.	~20 minutes
Read the article by Flanagan and note anything that you agree/disagree with and why-	~10 min
Text-Based Seminar Protocol: <i>Framing Question--</i> What can be done to improve parent-teacher communication? Facilitator cues 5 minutes to annotate text with framing question in mind. Facilitator opens a 20 minute roundtable conversation about parent-teacher communication (bringing in ideas about impact, barriers, preconceptions, etc)	Text-based seminar protocol: https://drive.google.com/open?id=0Byqlj3YI9Zm7d2pjZjl6c2lTSGM ~25 minutes
Facilitator challenges participants to try one new method of communicating with families and consider evidence of the impact of this method to share during next session.	~5 minutes

Source(s): Flanagan, Linda. "[What Can Be Done To Improve Parent-Teacher Communication?](#)" *MindShift*. Web. 28 Aug. 2017.

Connections and Extensions:

Encourage teachers to create a communication log that includes a column for Outcomes--- to consider that the communication doesn't stop with the phone call or email but continues until there's a result.

Activity documented by: Erin Gilrein, NBCT and Jennifer Wolfe, NBCT; modified (2018) Rita Floess, NBCT and Colleen McDonald, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 4: Communicating with Stakeholders

Brief Description: Participants will discuss how to successfully engage stakeholders to contribute to improved student learning.

“Accomplished educators draw on those resources when instructing their students and participating in duties that contribute significantly to the quality of schools and student learning. Those duties address two areas of responsibility: collaboration with other professionals to improve the effectiveness of schools, and partnership with families and other stakeholders to promote the education of children and young adults.”

What Teachers Should Know and Be Able to Do, pg. 35

Protocols Included: Stand and Share Protocol, Fab Four Protocol, eyeball partners, Success Analysis Protocol

Outcome-based objectives:

<i>Objectives</i>
<i>Participants will learn how to draw on resources outside of the classroom when instructing students and participating in duties that contribute significantly to the quality of schools and learning.</i>
<i>Participants will learn how to use clarifying questions to analyze teacher practice and determine efficacy of that practice.</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Discussion Questions and Materials:

Chart paper, post-its, magic markers, Handout: [We Know Collaboration Works](#),

<i>In PLC: Be prepared to facilitate the Success Analysis Protocol in Part II. Make copies of We Know Collaboration Works and the Fab Four Protocol</i>

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Introduction Facilitator asks the question: Beyond families and caretakers, who else do you reach out to when gathering information about your students? Facilitator Summarizes what they hear from the group and records it on chart paper and puts it at the front of the class, as the class moves forward. (3 minutes)	Stand and Share Protocol: The facilitator gives a question or problem. Participants write down their answer. When participants have a solution, answer or comment, they stand.



Accomplished Teaching Series



<p>Read Handout: We Know Collaboration Works Participants will read quietly first, and complete the first page of the Fab Four Activity. Then they will turn to their Eyeball Partner and complete questions 3 and 4 together. (22 minutes)</p>	<p>When all have stood, the facilitator asks each for their input. Once they have given it, they can sit down. Have participants use the Fab Four Protocol to process the reading. Eyeball Partners When participants are seated at tables or in groups, “eyeball partners” are facing in front of each other.</p>
<p>Summary: How does collaboration with other stakeholders positively impact student learning? How does communication impact collaboration with other stakeholders? What might be some ways to establish, cultivate, and maintain the dialogue needed to gather information, regarding students, from stakeholders? (5 minutes)</p>	
<p>Facilitator Help the group stay focused. The facilitator is a full participant in this protocol. Facilitator asks the participants to do the following by themselves:</p> <ol style="list-style-type: none"> 1. Reflect on and then write a short description of a successful collaboration or communication with a parent, caregiver or other educational stakeholder that you have had about a student or a group of students. (3-5 min) <p>Once all participants have had a chance to write their experience down:</p> <ol style="list-style-type: none"> 2. Facilitator breaks up participants into pairs. (maybe this time elbow partners but not the same person as before) The first person shares his or her “collaboration story.”The partner takes notes (3 minutes) 3. Partner asks clarifying questions. The rest of the group asks clarifying questions about the details of the “Best practice”. (3 minutes) 4. Partner reflects on the success story. And reports out what he or she heard the presenter describing. (2 min) 	<p>The activity is adapted from the: Success Analysis Protocol</p> <p>Clarifying Questions are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask good probing questions and provide useful feedback. Examples of Clarifying Questions: Is this what you said...? What resources were used for the project? Did I hear you say...? Did I understand you when you said...? What criteria did you use to...? What’s another way you might...? Did I hear you correctly when you said...? Did I paraphrase what you said correctly? (Deliberation for Global Perspectives in Teaching and Learning Copyright © 2013 Indiana University)</p> <p>Note: Presenter does not participate in this part of the discussion but does take notes. Note: Presenter does not have to respond to questions raised in Step 4.</p>



Accomplished Teaching Series



5. The facilitator asks that the partners who were listening and taking notes think about and respond aloud the answer to this question: What made this collaboration experience so successful and how it might be applied to future work. (3 minutes)

6. Appreciate! Take a moment to appreciate the good work of your colleague. (1 minute)

7. Partner #2 takes a turn sharing. Repeat steps 2 through 6. Remember to keep the focus on the process that helped to make the experience so successful. (12-15 min)

Debrief the protocol as a whole group. (3-5 minutes)
Possible questions: What worked well? How might we apply what we learned to other work?

Source(s): *NSR Faculty: Success Analysis Protocols*

Deliberation for Global Perspectives in Teaching and Learning, Indiana University

www.NBPTS.org

Greg Anrig. "[Educational Leadership: Improving Schools: What Works?: How We Know Collaboration Works.](#)" *Ascd.org*. n.d. Web. 3 Sept. 2017.

Connections and Extensions: Facilitators can choose to have teachers read one or both of these articles on the importance of involving families before the lesson

[National Association of Elementary School Principals, Using Student Achievement Data to Support Instructional Decision Making](#)

[Parent Family Community Involvement in Education](#)

Have teachers watch and comment on the following TEDx - Albuquerque [video](#)

Activity documented by: Erin Gilrein and Jennifer Wolfe, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 5: Teacher as Collaborator

Brief Description: In a collaborative learning environment, teacher leaders will analyze and interpret lesson plans and examine student work. Additionally, they partner with colleagues to support inclusive education.

“They help teachers partner to support inclusive education and create appropriate learning environments for students with a range of exceptional needs--those who face physical disabilities, sensory impairment, or behavioral challenges, as well as those who are gifted and talented. Accomplished educators foster cooperation among teachers and counselors of English learners, and others who offer high-quality programs featuring English as a new language, bilingual education, and English immersion.”

What Teachers Should Know and Be Able to Do: The Five Core Propositions, pg. 36.

Protocols Included: [Tuning Protocol](#)

Outcome-based objectives:

Objectives:
<i>Examine and analyze student work</i>
<i>Outline and discuss next steps for student learning</i>

Length/Timing: 60 minutes

<i>First 30-minute segment</i>	<i>Second 30-minute segment</i>
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Discussion Questions and Materials:

<p>Part A: Select one teacher to bring a sample of work from a student (at a low-proficiency level that relates to the learning goal/objective/school’s instructional focus, text-based and or, task-based questions, rubric, targeted learning standards, and any relevant instructional resources important to an understanding and discussion of the student work. Copies of the student’s work must be available for each participant in the discussion.</p> <p>Part B: Select another teacher to bring a sample of work from a student with special needs. All relevant instructional resources important to an understanding and discussion of the student work as well as the Individualized Education Plan (IEP) must be a part of the discussion as well.</p>
<p>Jot down two ideas you heard in the discussion that are important in analyzing student work. What common errors/findings/noticings are seen from the work of the students?</p>



Accomplished Teaching Series



Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<p>Analysis of an English-language learner (Student A) writing sample using the guiding or clarifying questions:</p> <p>a) What writing goals are targeted for Student A?</p> <p>b) What does Student A's work tell us about his/her understanding of the <i>task</i>?</p> <p>c) What does Student A's work tell us about his or her understanding of the <i>topic</i>?</p> <p>d) What does Student A's work tell us about his or her understanding of the <i>text/video clip/primary source</i>? (20 minutes)</p>	<p>Presenter familiarizes everyone with the Tuning Protocol for examining student work. https://www.nsrffharmony.org/system/files/protocols/tuning_0.pdf</p> <p>Responses to the questions are noted by participants as presenter responds</p>
<p>In relation to the writing goals, how has Student A performed on the task, topic, and text? What might be some next steps for this student? (10 minutes)</p>	<p>Chart responses from participants</p>
<p>Analysis of a Special Needs learner (Student B) writing sample using the same guiding/clarifying questions:</p> <p>a) What writing goals are targeted for Student B?</p> <p>b) What does Student B's work tell us about his/her understanding of the task?</p> <p>c) What does Student B's work tell us about his or her understanding of the topic?</p> <p>d) What does Student B's work tell us about his or her understanding of the text/video clip/primary source? (15 minutes)</p>	<p>Presenter uses the Tuning Protocol for examining student work. https://www.nsrffharmony.org/system/files/protocols/tuning_0.pdf</p> <p>Responses to the questions are noted by participants</p>
<p>In relation to the writing goals, how has Student B performed on the task, topic, and text? What might be some next steps for this student? (5 minutes)</p>	<p>Chart responses from participants</p>
<p>Pedagogical Discussion/Debriefing with participants: What did we learn about how this protocol supported and challenged our discussions with both students and their instructional needs? How might we be better advocates for both types of sub-groups of students: English-language learners and Exceptional Needs students. (5 minutes)</p>	

Source(s): Tuning Protocol: *National School Reform Faculty*

Connections and Extensions: Each participant can be a presenting teacher and bring student work to be discussed and analyzed in future team meetings.

Activity documented by: Millicent D. Starks (National Board Candidate) and Gale Sookdeo, NBCT



Professional Learning Community

Facilitator’s Guide to Exploring Accomplished Practice 2.0

Accomplished Teaching Series 2: Lesson 6

Core 5: Topic 6: Accomplished Teachers as Advocates

Brief Description: Accomplished teachers are also teachers leaders who advocate for instructional programs that promote and support equitable learning experiences for all students from different cultures. They understand and acknowledge the roles of multiculturalism, assimilation, and acculturation and capitalize on these as opportunities to advocate for students and families of diverse backgrounds.

“Teachers also explore the concept of culture within their communities and its influence on children and young adults. Accomplished educators encourage students to appreciate linguistic traditions and ethnic contributions...Although careful attention to diversity may challenge teachers, learning about a wealth of cultures can help them work meaningfully with students.”

What Teachers Should Know and Be Able to Do, pg.39.

Protocols Included: Merry Go Around Method and Whole-group discussion

Outcome-based objectives:

Objectives:
Explore the concept of multicultural collaboration.
Group chart: Create a Multiculturalism or Culture Web

Length/Timing: 60 minutes

First 30 minute segment	Second 30 minute segment
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Materials or Special Set-up Required:

Have participants read all six paragraphs under the section entitled, What is Multicultural Collaboration https://docs.google.com/document/d/1yr18q2XoCRg0lP-VsZpxW40ZuXB_uX2f1KaVt0gU3s/edit?usp=sharing
How might a student’s culture require advocacy, collaboration, and/or leadership? What might be the impact on student learning of addressing the student need?

Process:

<i>Steps and Time</i>	<i>Notes, materials, etc.</i>
What is the impact of culture in this video? Participants will watch YouTube video (4 min)	https://youtu.be/ATZFelsf0Sk



Accomplished Teaching Series



<p>Now review the cartoon: When has your culture presented a misunderstanding of others or impacted your understanding?</p> <p>Whole group discussion. What was the impact? When did you realize? If so, how was it resolved?</p> <p>~10 min</p>	
<p><u>What is Multicultural Collaboration</u> Select and highlight a quote from the text that is either interesting, thought provoking, or contrary to current thinking</p>	<p>Triads, save the last word protocol Jot down quote selected for the following discussion ~15 minutes</p>
<p>Facilitator invites participants to post quotes on big chart paper once they are finished sharing and discussing with group members.</p> <p>Using the Go Round Method, each group will share out an overarching idea from their discussion.</p>	<p><i>Go Round Method</i> ~15 minutes</p>
<p><u>Collaboration Study Bundle</u>-look at individual collaboration standards Read to a designated stopping point. Address a prompt to the group, rotate around the group. Each participant may select their prompt (during the reading all three prompts must be used at least once)-summarize, apply, connect to your own practice</p>	<p><i>Prompt and Response</i> ~15 min</p>
<p>Exit Ticket: What groups might you bring together and what is a common purpose you would identify to use when advocating for or fostering multicultural collaboration. ~5 minutes</p>	

Source(s): [What is Multicultural Collaboration](#)

Activity documented by: Millicent D. Starks, NBCT and Gale Sookdeo, NBCT modified (2018) by Colleen McDonald, NBCT and Rita Floess, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice 2.0 *Accomplished Teaching Series 2: Lesson 5*

Core 5: Topic 7: Teacher as Leader

Brief Description: In this conversation, participants will discuss their role as a leader in the school community and what makes a teacher leader.

“Accomplished teachers work as teacher leaders, strengthening professional development and advocating improvements. They strive to promote traits of excellence, to build systems, develop networks, and foster a culture of innovation that will help their schools prosper.”

What Teachers Should Know and Be Able to Do, pg. 37

Protocols Included: Stand and Share protocol; Four A’s Text Protocol

Outcome-based objectives:

Objectives:
Teachers will be able to identify and discuss the elements that make an effective teacher leader.
Teachers will be able to discuss and take notes about the What, Why, and the How of teacher leadership.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

Chart paper, Post-Its, markers, copies of article “Ten Roles for Teacher Leaders”, pens, index cards
How can we aspire to be teacher leaders in our school communities and districts?

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Discussion Questions: What does leadership mean to you? How would you define it? What makes a good leader? A good teacher leader?	Protocol - Stand and Share: The facilitator gives/poses a question.. When participants have a solution, answer or comment, they stand. When all have stood, the facilitator asks each for their input. Once they have given it, they can



Accomplished Teaching Series



<p>What are some pathways to teacher leadership?</p>	<p>sit down. Time required: 2-3 minutes to solve the issue, then a minute or less per person in the discussion. ~15 minutes</p>
<p>Journal and Talk Slip: Recall three different leaders you've worked for. Whom did you like working with the best? Whom did you respect the most? Why? What made each leader different? Were all three successful? What could they have done better? Participants will answer the questions on an index card and share out one example of good leadership. ~10 minutes</p>	
<p>Activity: Chart paper should be posted around the room, each containing two teacher leader role from the article. Participants will read the article "Ten Roles for Teacher Leaders" independently and allow time for note-taking. Writing on Post-Its, participants will note how they fulfill some of the 10 roles in their work setting, and then place the Post-Its on the appropriate chart. Participants will then take a Gallery Walk around the 10 Roles looking for commonalities and individual interest. Do two whip arounds to debrief.</p> <ul style="list-style-type: none"> - What are the commonalities? - What are your interests? 	<p>Read text ~6-8 minutes https://wvde.state.wv.us/schoolimprovement/principalstoolkit/documents/TenRolesforTeacherLeaders.pdf Note to facilitator with a larger group use individual piece of chart paper for each role ~30 minutes</p>
<p>Exit Slip: What is a need in your district/school that could be addressed by a teacher leader role? Who would you need to engage with in this conversation? ~5 minutes</p>	

Source(s): "Ten Roles for Teacher Leaders" by C. Harrison and J. Killion; Four "A"s Text Protocol Adapted from Judith Gray, Seattle, WA 2005; How to Thrive as a Teacher Leader by John G. Gabriel

Activity documented by: Millicent D. Starks, NBCT and Gale Sookdeo, NBCT modified (2018) by Colleen McDonald, NBCT and Rita Floess, NBCT



Accomplished Teaching Series



Professional Learning Community

Facilitator’s Guide to Exploring Accomplished Practice

Topic 8: Teacher as Leader (part 2)

Brief Description: In this conversation, participants will discuss their role as Instructional Leadership and devise methods/strategies to improve student and teacher achievement.

“Accomplished teachers take the initiative to analyze curricula critically, identify new priorities, and communicate necessary changes to the school community. They work hard to grow professionally and to become leaders in their schools, districts, states, and the profession.”

What Teachers Should Know and Be Able to Do, pg.

Protocols Included: Phillips 66 (Round Robin) and Roundtable

Outcome-based objectives:

Objectives:
Teachers will be able to create determine what an effective lesson looks like.
Teachers will be able to evaluate their skillsets and determine their function as a teacher leader.

Length/Timing: 60 minute total

First 30 minute segment	Second 30 minute segment
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Discussion Questions and Materials:

Copies of handouts, chart of protocols and discussion questions, chart paper, markers, index cards, *What does an effective classroom look like?* Teacher leaders are responsible for the direction of a group of people. How do you meet the challenges of that responsibility? How has your instructional practice evolved as you have gained knowledge of students and learned from interactions with colleagues, students’ families and caregivers, other community members or participation in professional learning and discussions? How have you successfully shared this learning and its impact?

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<p>Discussion Questions</p> <p>Set 1: Describe an effective classroom. An effective lesson. Effective classroom management plans. What do these have in common?</p> <p>Set 2: What are the general skills that students need to succeed in all classes? Does your team or department address these skills? If not, then who</p>	<p>Protocol Phillips 66, participants work in groups of six for six minutes on a set of questions and then report. Allow 1-2 minutes per person in group. (<i>Adjust group size as needed, 4 for 4 minutes</i>)</p>



Accomplished Teaching Series



<p>does? Do they do so effectively? How might you and your team enhance such efforts?</p> <p>Set 3: Do you believe external motivation should be used as a means to improve student achievement? Why or why not? What other ways could you motivate students? What partners will you need to help you subsidize your plans?</p>	
<p>Exit Slip (5 minutes) What are your leadership goals? Has your opinion of your leadership potential changed?</p>	
<p>Opening Discussion</p> <ol style="list-style-type: none"> 1. What are your areas of expertise? 2. What value do you add to the school leadership team and to the school mission? <p>(5-8 minutes)</p>	<p>Facilitator: (post on a display or read aloud) “Emerging teacher leaders benefit from more guidance to help them successfully navigate being leaders among equals. It is often challenging for classroom teachers to begin seeing themselves as leaders who have an impact beyond their classroom and students. As emerging teacher leaders define and promote their skillsets and knowledge, the next stage is to create links to identified school wide needs and areas of focus. When these skillsets match what is described in the school plan or what teachers throughout the school need, then one begins to validate one's potential contributions in the larger community.” - Three Questions to Begin Transformation to Teacher Leadership by Patrick Ledesma</p>
<p>Reading Domain 4: Teacher Leader Model Standards - “Facilitating Improvements in Instruction and Student Learning” Then write/share one comment about a function of a teacher leader (a - e) (18-20 minutes)</p>	<p>Protocol - on chart paper Roundtable (aka. Group Passing Technique): The purpose of this method is to give everyone a chance to speak and also to have a written record. Participants take turns writing on a single sheet of paper, stating their ideas aloud as they write. Time required: 1-2 minutes per person in a group.</p>
<p>Exit Slip: (3-5 minutes) Reflection Questions: What resonated with you today? How will you use what you learned in your classroom?</p>	

Source(s): Teacher Leader Model Standards - Domain 4: “Facilitating Improvements in Instruction and Student Learning”

Connections and Extensions: NA

Activity documented by: Millicent D. Starks (National Board Candidate) and Gale Sookdeo, NBCT



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 9: Teacher as Leader, Establishing Next Steps

Brief Description: Participants will discuss personal leadership roles and opportunities.

Accomplished teachers work as teacher leaders, strengthening professional development and advocating improvements. Educators in less successful schools strive to promote the same traits of excellence—to build systems, develop networks, and foster a culture of innovation that will help their schools prosper. Schools that thrive and flourish emphasize a process of continuous improvement. Accomplished teachers in those schools help their colleagues identify and resolve problems while encouraging them to experiment with different teaching methods and forms of instructional organization.

What Teachers Should Know and Be Able to Do, pg. 37

Protocols Included: [Inquiry Circles](#)

Outcome-based objectives:

Objectives
<i>Identify instances of personal leadership in areas of: advocating improvements, building systems, developing networks, fostering a culture of innovation, helping colleagues identify and resolve problems, experimenting with different teaching methods and instructional organization,</i>
<i>Make a plan for leadership building on an area of need in your school or community or on an area of personal strength</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	
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Discussion Questions and Materials:

<i>In PLC: Brainstorm: What have members already done to ‘build systems, develop networks, and foster a culture of innovation? What challenges to student learning still exist? What next steps should occur?</i>

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
<i>To prepare for PLC, teachers should read core proposition 5 and take notes of times they have engaged in teacher leadership as it is described. They can bring a short description of their experience and/or artifacts that help illustrate it (graphic organizer).</i>	<i>Teachers can create a t-chart, listing leadership roles they have engaged in on one side and use the other side to take notes during PLC</i>



Accomplished Teaching Series



<p>They may also read ‘Ten Roles for Leader Teachers’.</p>	
<p>In PLC, During first 30 minute session, use What, So What, Now What protocol as a guide for a discussion about past experiences with teacher leadership by PLC members. Step one: complete the ‘What’ portion of the protocol by describing an experience of teacher leadership each member has engaged in (5 minutes)</p>	<p>Chart paper might be used to briefly explain each member's leadership experience.</p>
<p>Step two: One, or perhaps two, participants present the ‘So What’ portion of the protocol by explaining why the experience was important to them; answering clarifying questions from the group; reflecting silently or aloud to the group (25 minutes)</p>	
<p>Time permitting, brainstorm areas need in your school and areas of expertise in your group.</p>	
<p>2nd 30 minute session Other participants present their ‘So What’ portion of the protocol (25 minutes) Individual teachers plan what they will do next (‘Now What’) (5 minutes) Set a date to discuss progress either at next PLC or at a PLC in the future</p>	<p>Option: at another meeting, use Tuning Protocol to evaluate plans</p>

Source(s): [Ten Roles for Leader Teachers](#) from *Educational Leadership*

Connections and Extensions: Option: at another meeting, use [Tuning Protocol](#) to evaluate plans

Activity documented by: Lori Beza and Diane Allegro, NBCTs



Professional Learning Community Facilitator’s Guide to Exploring Accomplished Practice

Topic 10: Use of Data to Inform Practice

Brief Description: Participants will discuss how to identify data to identify trends and impact practice.

“Accomplished teachers monitor student performance as well as student engagement. Bearing considerable responsibility for the children and young adults they work with, educators examine the success of all activities they design. They assess learning experiences that they create or coordinate with the help of other educators, tracking what students do and do not learn while evaluating the effectiveness of their instructional strategies. They use this information to inform their practice.”

What Teachers Should Know and Be Able to Do, pg. 27

Protocols Included: [Data Driven Protocol](#); [Consultancy Protocol](#)

Outcome-based objectives:

Objectives
<i>Identify data used to assess student learning and engagement as well as the trends these data identify (30 minutes)</i>
<i>Explain how this will inform your practice (what changes will you make in response to this knowledge?) (30 minutes)</i>

Length/Timing: 60 minute total

<i>First 30 minute segment</i>	<i>Second 30 minute segment</i>
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Discussion Questions and Materials:

<p>Participants will bring a data set.</p> <p><i>In PLC:</i> What are the sources of information for the data you have gathered and some of the trends you then identified? What might be some strategies you use to integrate this information into your next steps?</p>

Process:

<i>Steps and Time</i>	
<p>Reviewing Data: Using data you’ve collected, identify some trends in learning and/or student engagement that you’ve noticed paying particular attention to instances when you were confident students were engaged and/or learning but then summative assessments seemed to show otherwise. (5min)</p>	<p>Graphic organizer PLC Conversation 5.10</p>
<p>Post-it note quick write -</p>	



Accomplished Teaching Series



<p>Each PLC member describes a specific learning/ engagement gap that they noticed on a summative assessment that did not seem to be a problem while the learning was taking place. Each post-it note is placed on a separate 8.5x11 piece of paper and posted around the room (5 minutes)</p>	
<p>Gallery walk/response- PLC members walk around the room and read all of the post-it notes. While they walk and read, they can post clarifying questions when warranted. (10 minutes)</p>	
<p>Response to clarifying - Teachers take a turns answering clarifying questions. (5 minutes)</p>	
<p>Gallery walk/ Suggestions- Teachers can then make suggestions focusing on: advice for aligning learning and assessment, suggested readings, learning activities and/or alternative data collection. (5 minutes)</p>	
<p>Action plan -Teachers read the suggestions they've received and then devise an action plan You may wish to use the 'Data Driven Protocol' to plan and then discuss your findings in the next PLC session.</p>	
<p>Round table discussion- Each teacher takes a turn discussing how they implemented their action plan and the results. After which they can identify a struggle they are still having (25 minutes)</p>	<p>While listening to others, each teacher takes a turn recording notes for minute meetings. Other teachers can make post-it note comments and suggestions.</p>
<p>Based on the data that has been reviewed, what might be some next steps for individuals or the class as a whole? (5 min)</p>	

Source(s): [Data Driven Protocol: Consultancy Protocol.](#)
[Review of methods to measure student engagement.](#)

Connections and Extensions:

Activity documented by: Lori Beza and Diane Allegro, NBCTs

For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these standards form the foundation for National Board Certification.

There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and professional learning based on common themes in the standards can be a rich activity and entry point into the full standards. These documents were created to support the facilitation of such professional learning and should not be used by candidates as a substitute for the standards in their certificate area. For the standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit nbpts.org.

STANDARDS STUDY

Equity

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Professional
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Abbreviation	Definition	Age range
AYA	Adolescence through Young Adulthood	14-18+ years old
EC	Early Childhood	3-8 years old
EA	Early Adolescence	11-15 years old
EAYA	Early Adolescence through Young Adulthood	11-18+ years old
ECYA	Early Childhood through Young Adulthood	3-18+ years old
EMC	Early and Middle Childhood	3-12 years old
MC	Middle Childhood	7-12 years old

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD III: Equity and Diversity	
OVERVIEW: Accomplished teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.	
<p>Accomplished teachers are committed to understanding and applying principles of equity, strength through diversity, and fairness. They foster the development and participation of all their students and understand that art, by its nature, encompasses diverse subject matter that builds on the unique characteristics of each learner. They infuse their teaching with examples and perspectives representing a broad range of cultures and backgrounds, and they actively encourage the participation of all students in art learning.</p> <p>Teachers know that each of their students is an individual learner and that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experiences. They view the many forms of diversity manifest in their students—language backgrounds, cultures, ethnicities, household incomes, religious affiliations, physical or mental conditions, literacy experiences, and so on—as opportunities for creating a rich environment, successful social interactions, and meaningful learning. They are committed to providing every student with the help needed to progress as artists and as inquisitive, informed, responsible human beings. Teachers encourage the development of each individual’s abilities. They further understand that such growth is best supported by a collaborative learning community where all students participate fully in a comprehensive art curriculum.</p> <p>Teachers Value and Respect Diversity among Students</p> <p>Teachers have welcoming attitudes and are eager to work with each of their students. They understand the many ways in which students distinguish themselves from their peers, and they respond appropriately with strategies that will not only advance student learning but also help to improve understanding among teachers and students. They recognize the special challenges and complexities of the very young child who is just beginning to interact with peers, the student in middle childhood who is developing a sense of belonging in a group, and the early adolescent who is acutely aware of gender differences and yearning to be independent.</p> <p>Teachers are sensitive to their students as cultural beings. They know how culture impacts the way students learn and that children of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. Teachers know that students might behave differently because of their</p>	

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cultural experiences. Because some cultures hold teachers in such high regard, students raised in those cultures might consider the teacher unapproachable; others might think it disrespectful to make eye contact with the teacher. When the cultural norms in the classroom are different from those at home, accomplished teachers know that students can become confused, anxious, or afraid. Teachers work hard to include all students and to show that individual contributions are valuable and that each person is respected.

Teachers Make Connections to the Cultures of Communities

Teachers understand the importance of respecting cultural values and norms that students bring from home. They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetic. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic, constantly evolving. Including artists of both genders, they teach using artwork, materials, and processes that come from a range of traditions and from various ethnicities, cultures, and languages. (See Standard VI—Instructional Resources and Technology.) In interpreting visual resources, teachers help students compare and contrast the art they view in class to art they are familiar with in their everyday lives, thereby recognizing and validating similarities and differences.

Teachers also call attention to the use of alternative materials and processes and the way that art can be expressed differently in various cultures. Furthermore, teachers help students investigate the different functions, purposes, and roles that art plays in their own communities. They know that sometimes authentic objects that are made for specific ritual or ceremonial functions in one society might be perceived as objects of art or teaching tools by those outside the culture. In helping the students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect for various customs across time and place.

Teachers are deeply familiar with the cultures of their communities, and they understand the potential impact of their art programs outside the school. Some students might have extensive experience visiting museums; others might have working artists in their families; still others might have had little or no exposure to the arts. Accomplished teachers research concepts and topics they wish to explore with their students to make sure the learning experiences selected are authentic to the traditions of the culture being considered and relevant to students. Even when accomplished teachers work in areas where a single culture is represented, they strive to introduce students to art of many cultures across time and place. They understand that religion has been a key factor in art throughout history. They are vigilant in their efforts to honor the sacred beliefs and values of diverse cultures and to guard against exploitation or trivialization of authentic traditions.

Art in its many manifestations fulfills significant roles and different purposes in daily life in all communities. Accomplished teachers connect with and build on valued community traditions. Not only do they accept and embrace the cultures of their students, they value and celebrate the richness that diversity brings to the

classroom. They understand that whereas most students identify with their own backgrounds, some may separate themselves from family traditions, adopt the characteristics or practices of another group, or wish to have no recognizable culture. Teachers involve parents and other caregivers as resources in sharing the art, artifacts, and cultural traditions of families. In this way and others, teachers promote understanding of and respect for diversity. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Guard against Bias and Stereotypes

Accomplished art teachers firmly believe that students are entitled to be proud of their roots and personal identities. They know that stereotypical thinking and prejudicial behavior are, in part, the result of ignorance of individual differences and commonalities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those diverse and common elements become integral parts of the exploration of the world of art and human experience and thus serve as sources of strength and dynamism for the learning community. Fairness and respect for individuals permeate the instructional practices of accomplished teachers.

Accomplished teachers consider the effects of their own cultural backgrounds, biases, values, and personal experiences on their teaching. They also recognize and acknowledge their own cultural perspectives and personal aesthetics and know how these factors might affect their interactions with students. They are alert to their own philosophical filters and take these into account when dealing with students whose backgrounds, beliefs, or values are significantly different from their own. They seek to achieve mutual understanding and treat each student fairly and with honor, dignity, and respect.

Accomplished teachers are alert to stereotypes and to racist, sexist, and ethnocentric content in written resources, works of art, and current events and in the play, language, and social interactions of children. They understand the demeaning nature of such content, hold high standards and expectations for all students, and capitalize on students' unique qualities at every opportunity. They use their understanding of child development to design instruction that is challenging, involves attainable goals, and that fosters the natural desire of students to understand their environment and develop competence. Teachers know that as children recognize their increasing achievement in various spheres, their sense of self-worth usually grows stronger.

Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self-worth of children. (See Standard VI—Instructional Resources and Technology.) They understand various stereotypes that may exist in relation to art, artists, learning in art, and art careers. They effectively

<p>dispel such misconceptions by engaging students in rich art learning experiences that connect meaningfully to other subject areas and to real life.</p> <p>Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. They recognize their ability to encourage, support, and affirm children’s work and sense of self-worth. But teachers also understand that children develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which children acquire and show self-confidence. (See Standard II—Knowledge of Students as Learners.)</p> <p>Teachers Foster Equity</p> <p>Teachers value and foster equity in their classrooms. They encourage all students to participate in learning experiences in ways that are instructionally sound for them as individual learners. Teachers frequently arrange students in heterogeneous small groups to facilitate interactions among pupils from different backgrounds. They allocate instructional resources, including one-on-one attention, fairly. They vary their strategies for encouraging students to be self-reliant problem solvers, sometimes providing peer tutoring and interaction in place of teacher intervention. Teachers recognize that the needs of students differ dramatically and that the most equitable distribution of resources is not necessarily the one that is arithmetically equal.</p> <p>tribution of resources is not necessarily the one that is arithmetically equal. Accomplished teachers work to ensure that all students have equal access to the art curriculum. They are proactive in working to ensure that the visual arts are considered part of the school’s core curriculum, not merely a peripheral subject to be added to or removed from a student’s schedule as a reward or a punishment. Teachers understand that participation in art study should not be withheld from students who need extra time for learning in other content areas. Because of their knowledge of human development, teachers understand the interrelated development of cognition and visualization. They furthermore comprehend the integral importance of visual thinking and learning in all areas of the school curriculum. They work as a team with other members of the instructional staff in making interdisciplinary connections to art and promoting the art program throughout the school. Recognizing the negative impact of limited instructional time, accomplished teachers actively work to promote student participation in art and encourage their schools and communities to provide equal art education opportunities for all students.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>

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ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD III: Equity and Diversity	
OVERVIEW: Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.	
<p>Teachers dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender based stereotypes dissipate, and as the philosophy of inclusion becomes the norm in visual arts education. Promoting fairness and equity is particularly important to visual arts educators. Their subject area places them in situations in which students of diverse backgrounds have many opportunities to interact as they work together to meet common goals. Therefore, accomplished art teachers approach issues of diversity proactively to promote equality and to ensure that their students—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic status, age, religion, ability, personal appearance, sexual orientation, or gender—receive equal opportunities to select, design, enjoy, and benefit from a variety of art education experiences.</p> <p>From a societal perspective, accomplished art teachers know that today’s adolescents face more obstacles and challenges as they approach adulthood than once was the case. Not only are large numbers of youth being raised in poverty, but also many students live in neighborhoods confronted by violence and must grapple daily with the vicissitudes of hunger, substandard housing, and limited access to health care. Many students of accomplished teachers go home to physically secure settings but lack adequate or appropriate adult supervision in their lives. Teachers understand that across the socioeconomic spectrum, drugs and alcohol have become readily available to teens, sexually transmitted diseases a mortal threat, teen pregnancy a social problem, and suicide the leading cause of death in this age group. In inner cities, rural areas, and suburbs alike, schools and teachers are being asked to provide more nurturing, guidance, support, and services to the nation’s youth than ever before.</p> <p>Considering the diverse contexts in which students live, accomplished teachers are committed to understanding and applying principles of equity, strength through diversity, and fairness. They foster the development and participation of all their students and understand that art, by its nature, encompasses diverse subject matter that builds on the unique characteristics of each learner. They infuse their teaching with examples and perspectives representing a broad range of cultures and backgrounds, and they actively encourage the participation of all students in art learning.</p>	

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Teachers know that each of their students is an individual learner and that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experiences. They view the many forms of diversity their students exhibit—language backgrounds, cultures, ethnicities, household incomes, religious affiliations, physical or mental conditions, literacy experiences, and so on— as opportunities for creating a rich environment, successful social interactions, and meaningful learning. They are committed to providing all students with the help they need to progress as artists and as inquisitive, informed, responsible human beings. Teachers encourage the development of each individual’s abilities. They further understand that such growth is best supported by a collaborative learning community where all students participate fully in a comprehensive art curriculum.

Teachers Value and Respect Diversity among Students

Teachers have welcoming attitudes and are eager to work with each of their students. They understand the many ways in which students distinguish themselves from their peers, and they respond appropriately with strategies that will not only advance student learning but also help improve understanding among teachers and students. They recognize the special challenges and complexities of all students— from those in early adolescence, who are acutely aware of gender differences and seeking approval of peer groups, to young adults, who are yearning to be independent and investigating career options.

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. Although teachers recognize the importance of encouraging, supporting, and affirming the work of students and their accompanying sense of self-worth, they also understand that students develop self respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Consistent classroom procedures and protocol, established with the involvement of students, assist teachers in their efforts to teach students important life skills. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which students acquire and show self-confidence. (See Standard II—Knowledge of Students as Learners.)

Teachers are sensitive to their students as cultural beings. They know how culture affects the way students learn and that young people of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. They are particularly sensitive to and knowledgeable about family values and cultural mores that affect the attitudes of students toward art. Teachers know that students might behave differently because of their cultural experiences. Teachers work hard to include all students and to show that individual contributions are valuable and that each person is respected.

Teachers Make Connections to the Cultures of Communities

Teachers understand the importance of respecting cultural values and norms that students bring to the classroom from home. (See Standard IX—Collaborations with Colleagues, Schools, Families, and Communities.) They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetics. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic and constantly evolving. Including artists of both genders, they teach using artwork, materials, and processes that come from a range of traditions and from various ethnicities and cultures. (See Standard VII—Instructional Resources and Technology.) In interpreting visual resources, teachers help students compare and contrast the art they view in class with art they are familiar with in their everyday lives, thereby recognizing and validating similarities and differences. Teachers also call attention to the use of alternative materials and processes and the way that art can be expressed differently in various cultures. Further, teachers help students investigate the different functions, purposes, and roles that art plays in their own communities. They know that sometimes authentic objects that are made for specific ritual or ceremonial functions in one society might be perceived as objects of art or teaching tools by those outside the culture. In helping students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect for the customs of others.

Teachers are familiar with the cultures of their communities, and they understand the potential impact of their art programs outside of school. Some students might have extensive experience visiting museums; others might have working artists in their families; still others might have had little or no exposure to the arts. Accomplished teachers research concepts and topics they wish to explore with their students to make sure the learning experiences selected are authentic to the traditions of the culture being considered and relevant to students. When accomplished teachers work in areas where a single culture is represented, they strive to introduce students to art of many cultures across time and place. They understand that spiritual and religious themes have been key authentic factors in art throughout history and are vigilant in their efforts to honor the beliefs and values of diverse cultures, as well as the contexts in which these works were originally found. They guard against exploitation or trivialization of authentic traditions.

Art in its many manifestations fulfills significant roles and different purposes in daily life in all communities. Accomplished teachers connect with and build on valued community traditions. Not only do they accept and embrace the cultures of their students, but they also value and celebrate the richness that diversity brings to the classroom. They understand that whereas most students identify with their own backgrounds, some may separate themselves from family traditions, adopt the characteristics or practices of another group, or wish to have no recognizable culture. Teachers involve parents and other caregivers as resources in sharing the art, artifacts, and cultural traditions of families. In this way and others, teachers

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<p>promote understanding of and respect for diversity. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)</p> <p>Teachers Guard against Bias and Stereotypes</p> <p>Accomplished art teachers firmly believe that students are entitled to be proud of their cultural heritage and personal identities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those elements become integral parts of the exploration of the world of art and human experience, serving as sources of strength and dynamism for the learning community. Fairness and respect for individuals permeate the instructional practices of accomplished teachers.</p> <p>Accomplished teachers consider the effects of their own cultural backgrounds, biases, values, and personal experiences on their teaching. They also recognize and acknowledge their own cultural perspectives and personal aesthetics and know how these factors might affect their interactions with students. They are aware of their own philosophical filters and take these into account when dealing with students whose backgrounds, beliefs, or values are significantly different from their own. They seek to achieve mutual understanding and treat each student fairly and with honor, dignity, and respect.</p> <p>Accomplished teachers are alert to stereotypical, racist, sexist, and ethnocentric content in written resources, works of art, current events and in the play, language, and social interactions of students. They know that stereotypical thinking and prejudicial behavior are, in part, the result of a lack of understanding of individual differences and commonalities. They understand the demeaning nature of such thinking and behavior, hold high standards and expectations for all students, and capitalize on the unique qualities of students at every opportunity.</p> <p>Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. They select learning experiences and approaches to instruction that ensure equitable participation by females and males. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self worth of students. (See Standard VII—Instructional Resources and Technology.) They understand the various stereotypes that may exist in relation to art, artists, learning in art, and art careers. They effectively dispel such misconceptions by engaging students in rich art learning experiences that connect meaningfully to other subject areas and to real life.</p> <p>Accomplished teachers recognize the power of art to serve as a great equalizer, engaging diverse students and providing collaborative support while maximizing the strengths of individuals. They use their understanding of human development to design instruction that is challenging, involves attainable goals, and fosters the natural desire of students to understand their environment and develop</p>	
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competence. Teachers know that as students recognize their increasing achievement in various areas, their sense of self-worth usually grows stronger.

Teachers Foster Equity

Teachers value and foster equity in their classrooms. The manner in which art educators establish a climate of fairness is planned and purposeful. (See Standard V— Curriculum and Instruction.) They encourage all students to participate in learning experiences in ways that are instructionally sound for them as individual learners. Teachers frequently arrange students in heterogeneous small groups to facilitate interactions among pupils from different backgrounds. They allocate instructional resources, including one-on-one attention, fairly. They vary their strategies for encouraging students to be self-reliant problem solvers, sometimes providing peer tutoring and interaction in place of teacher intervention. Teachers recognize that the needs of students differ dramatically and that the most equitable distribution of support and resources is not necessarily the one that is arithmetically equal.

Accomplished teachers work to ensure that all students have equal access to the art curriculum, including opportunities for advanced study. They are proactive in working to ensure that the visual arts are considered part of the school's core curriculum, not merely a peripheral subject that may be elected at the discretion of students and parents or assigned by counselors to facilitate scheduling conflicts. Teachers understand that participation in art study should not be withheld from students who need extra time for learning in other content areas. Because of their knowledge of human development, teachers understand the interrelated development of cognition and visualization. Further, they comprehend the integral importance of visual thinking and learning in all areas of the school curriculum. They work as a team with other members of the instructional staff to make interdisciplinary connections to art and promote the art program throughout the school. Recognizing the potential negative impact of limited instructional time—especially in the middle grades—accomplished teachers actively work to promote student participation in art and encourage their schools and communities to provide equitable access to substantive, sequential art education across grade levels. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) In addition, accomplished teachers advocate for comprehensive programs of study in the visual arts and sequences of courses that provide multiple options. Such programs might prepare students for admission into creative and performing arts high schools, serve as vocational or technical preparation, provide honors or advanced placement courses for gifted or advanced students, or fulfill interests in avocational study. Regardless of the type of program, accomplished teachers help students understand how the visual arts are an essential component of life and lifelong learning.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>

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CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD II: Responding to Equity	
OVERVIEW: Accomplished teachers create learning environments characterized by fairness, equity, and a respect for diversity. They use inclusive teaching practices and advocate to ensure that all students receive a quality career and technical education	
<p>Like workplaces in the world at large, career and technical education (CTE) classrooms and labs are diverse. Accomplished CTE teachers embrace the diversity of their learning environments and educational communities, recognizing the ways in which we are the same and different based on factors such as learning styles, gender, sexual orientation, race, ethnicity, age, national origin, socioeconomic status, culture, and religion. Teachers acknowledge that individuals come to their programs with a wide range of political, philosophical, and ideological beliefs and affiliations. They recognize the broad array of ability levels and background knowledge that students bring to their courses, and they engage groups of students to work together and achieve common goals in this context. Accomplished teachers not only accept and support the diversity in their classrooms—they capitalize on it to enrich and extend their students’ learning opportunities.</p> <p>The advantages of working successfully with people who have different perspectives and talents are immense. Accomplished CTE teachers understand the importance of this view and communicate it to students through their words, actions, and attitudes. Instructors strive to ensure that everyone is treated fairly and respectfully in their classrooms and labs, regardless of individual qualities, characteristics, or distinctions. They support the expression of different ideas and incorporate contributions from all students during the planning, management, and completion of work-based projects. Accomplished teachers are deliberate about instructional inclusivity, meeting each student where she or he stands, developing their practices to help each student move forward, and consistently setting high expectations for everyone to share. Instructors continually monitor their learning environments to make sure all students have access to a quality career and technical education and work with students so that they leave CTE programs with a thorough grasp of the behaviors and beliefs likely to bring them satisfaction and success in the world of work. CTE teachers are proactive, dedicated to advancing awareness of and engagement with diversity to create quality educational experiences in programs that welcome and include all students.</p> <p>Accomplished CTE teachers understand that creating open and inviting learning environments free from harassment or bullying is essential to promoting full access to, and retention in, career and technical education. To make sure all students feel valued, respected, and supported in their classrooms and labs, educators create emotionally safe environments in which students are comfortable interacting in</p>	

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every context, whether with their peers or teachers. Instructors achieve this goal by modeling respectful communication, establishing clear expectations and ground rules, and educating students about what does and does not constitute appropriate or acceptable behavior in the learning environment. During course orientations, CTE teachers clearly outline expectations for successful communication while actively engaging students in formulating classroom guidelines linked to workplace practices.

By showing respect for all individuals, valuing their input, and insisting that students treat each other with fairness and dignity, accomplished CTE teachers model and promote the behaviors necessary for citizenship in a multicultural society and success in a globally competitive and increasingly transnational workplace. Teachers know that the attitudes they manifest as they work with students, families, colleagues, community members, and all other stakeholders provide powerful exemplars for their students; therefore, accomplished teachers conscientiously demonstrate the kind of behavior they expect to see in their students. Instructors engage students in conversations about their attitudes and demeanor as well to reinforce the importance of demonstrating consideration for others and to show students the benefits of considering various viewpoints and insights. Accomplished teachers know that for some of their students, being aware of and responding appropriately to diverse people and points of view may be a new experience. CTE instructors are careful to help these students understand the rationale for professional and ethical behavior. Teachers understand that some students may harbor beliefs and biases that are at odds with the attitudes that they, as role models and mentors, are working to develop. Accomplished teachers respond directly to such challenges, emphasizing the value and significance of fairness, equality, and respect in learning environments, communities, and the workplace. Strategies may include one-on-one conversations with students, facilitated class discussions, or learning activities designed to enhance student awareness and understanding. For instance, a business law teacher with students who continually disagree as they prepare for a mock trial might have the students exchange roles as attorneys, judges, and witnesses so they can appreciate the challenges and biases their peers face and use this understanding to modify their behavior and resolve their conflicts going forward. Accomplished teachers draw on a range of possible intervention strategies to address student bias.

Accomplished CTE teachers know that, on occasion, they also come to the learning environment with opinions and unintentional biases based on their experiences. These views can relate to any aspect of diversity, from sexual orientation to personal appearance. For teachers, as for anyone, their perspectives are evident through actions or conveyed implicitly through attitude or demeanor. Accomplished educators come to realize and understand their viewpoints during reflection, when they consider the significance and impact of their interactions with students and other people. As a result of careful rumination, CTE instructors acknowledge their values and beliefs, develop a deeper sense of self-awareness, and strive to ensure that their personal views do not affect student learning adversely. For example, an agriculture teacher presenting a unit on livestock management will set aside his negative view of vegetarian lifestyles so he can create a safe learning environment

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where differences of opinion may be discussed respectfully. Instances of bias are not always so explicit and can be more covert. So, for instance, a female interior design teacher who spends more time evaluating the plans submitted by female students because she unconsciously assumes they are more creative than their male counterparts may be surprised when she sees promise in the work of a male student; after discovering her gender bias and analyzing it further, the instructor could then alter her approach to ensure she reviews her students more fairly in the future. While uncomfortable at times, accomplished teachers accept and confront their own biases, making appropriate changes in their practice to support student success.

To support the implementation of equitable and inclusive teaching practices, accomplished CTE teachers regularly review their instructional materials for bias as well. They work to ensure that teaching materials do not perpetuate racial, ethnic, cultural, socioeconomic, or gender stereotypes and confirm that the materials are accessible to, and inclusive of, all their students. For example, a natural resources teacher who recognizes that a textbook does not present enough examples of women working in the field may supplement the curriculum with lessons targeting women's significant professional contributions. Similarly, a family and consumer science instructor who teaches culinary arts may encourage student input while planning labs so students can learn about the cultural and ethnic backgrounds of their classmates through their native cuisine. When developing lesson plans, accomplished CTE teachers consider how they can make instruction as responsive to the needs and interests of their students as possible. They take into account the composition of students within their learning environments so they can design lessons that address diversity in strong and meaningful ways. For instance, a public administration instructor who teaches in a classroom with a large number of Hispanic students might supplement a text by U.S. Supreme Court justice Thurgood Marshall with a speech by César Chavez to begin adding more voices to a discussion of civil rights. Techniques like this one help accomplished educators increase the positive impact of their teaching on students.

Accomplished CTE teachers regularly expose their students to people, cultures, and situations that might be new to them and help students develop comfort and ease interacting with individuals in these settings. Teachers utilize a number of strategies to meet this objective, such as including role models from diverse groups when inviting guest speakers and instructors to their classrooms. So, for example, an automotive technology teacher might intentionally bring in a female auto technician to lead a unit on the maintenance of hybrid cars. CTE instructors provide their students with the opportunities they require as individuals to strengthen their interpersonal skills, develop communication techniques, and build confidence collaborating with various people in the workplace. Teachers deliberately change student groupings as well so students experience the full diversity of skills, beliefs, aptitudes, and attitudes inherent within classrooms and labs. Instructors pay close attention to how interactions change when students work with each other and may have groups confront workplace problems during role-playing exercises, or in the midst of project work, so students can learn conflict resolution skills. Accomplished teachers know that students who work collaboratively stand a far greater chance of

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<p>succeeding in the global marketplace, and they have students practice the skills they need to work on diverse teams. In all these ways, CTE teachers help their students distinguish between attitudes and behaviors likely to engender disruption or dissent in the workplace and those likely to bring success and satisfaction.</p> <p>Accomplished CTE teachers not only show their students the professional benefits of working on teams with different groups of people, but also instruct their students in the social imperative of respecting workplace diversity. Teachers help students understand the laws and policies that protect individuals from discrimination, harassment, and bullying. CTE instructors are aware that some students may misunderstand or have strong feelings about such regulations and that others may already have direct experience in these areas. In these instances, teachers help students expand their knowledge base and make informed decisions by sharing additional information as appropriate. For example, a CTE teacher may highlight issues related to harassment and bullying covered in the media and explain school and classroom policies in light of these realities. Accomplished CTE instructors provide their students with opportunities to discuss the ways that laws, policies, and societal expectations related to diversity may affect their lives.</p> <p>The use of equitable and inclusive teaching practices allows accomplished CTE instructors to address diversity in a straightforward and constructive manner that benefits everyone in the learning environment. When students understand the challenges and rewards that diversity brings, they are more likely to feel comfortable and confident contributing to the educational experience they share with others. Building an awareness of diversity issues allows students to function better in the workplace and helps them develop emotional intelligence that will enrich their professional and personal lives.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

ENGLISH AS A NEW LANGUAGE (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i>	NOTES
STANDARD II: Knowledge of Culture and Diversity	
OVERVIEW: Accomplished teachers of English language learners model and build respect and appreciation for cultural diversity, demonstrating to their students and others that students can succeed academically while maintaining their cultural identities.	
<p>Appreciation of cultural diversity, knowledge about the characteristics of particular cultures, and development of instructional strategies useful in teaching across cultures are all rooted in understanding one’s own culture and culture in general. Accomplished teachers of English language learners know that learning a new language implies understanding a new culture. Teachers understand the connections between a student’s cultural identity and academic success. Teachers understand that just as students learn to function in school and society, teachers and their colleagues also learn to establish culturally responsive classrooms and schools. Teachers take an additive approach to culture. They teach students about the cultures of the United States while supporting the students’ home cultures. Accomplished teachers critically reflect on their own assumptions and biases to meet the needs of all students. Teachers work with school staff and community members to identify, examine, and respond to the causes of discrimination, prejudice, inequity, and injustice. They collaborate with colleagues and community members to work toward creating school environments in which students of all backgrounds are valued and receive the support, guidance, and instruction to succeed academically and in society.</p> <p>Knowledge and Understanding of Culture and Diversity</p> <p>Accomplished teachers of English language learners realize that acquiring an understanding of students’ cultures is a continuous process. Teachers know that culture includes the beliefs, behaviors, values, and traditions that are socially constructed, negotiated, and shared among a group. They understand that the term encompasses notions of ethnicity, racial identity, family structure, language, socioeconomic status, and religious and political views. Teachers include students’ families and communities among the resources they consult to expand their knowledge about the personal, social, and educational backgrounds of their students. By doing so, teachers construct an understanding of cultural contexts and identities that transcends simplistic or stereotypical portrayals.</p>	

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Teachers recognize that students who share the same country of origin might, in reality, represent widely diverse experiences resulting from regional differences or socioeconomic factors. Familiarizing themselves with students' lives outside school contexts enables teachers to build bridges between students' home cultures and school experiences.

Accomplished teachers understand that students represent widely divergent cultural backgrounds that cannot be tied to simple geographic locations. Some students from war-torn countries have adopted the cultural norms and behaviors of refugee camps where they have lived; some students from industrialized urban areas have acquired the cultural norms of multilingual friends; some from regions alongside other countries have lived in communities that largely follow the customs and beliefs of bordering nations and have developed bi-national identities that enable them to move seamlessly between neighboring cultures.

Accomplished teachers demonstrate sensitivity toward the cultural practices and perspectives of their students. Teachers realize that many things most commonly identified as culturally characteristic, such as traditional foods, clothing, and popular music, are often surface-level manifestations of deeper attributes of a group's cultural identity. These might include values regarding what is most important, beliefs about what is right or appropriate, and attitudes toward the world and others in it. Teachers recognize certain values as universal, such as parents' desire for their children's success, and they realize that cultural groups vary in how they enact these core values. Teachers interpret student behaviors in terms of underlying cultural characteristics and help others outside the students' cultural groups understand and appreciate diverse cultural viewpoints and experiences.

Culturally Responsive Learning Environments

Accomplished teachers recognize that the presence of students from diverse cultures presents opportunities that can enrich learning activities and serve as a framework for academic success. Teachers capitalize on the cultural experiences their students bring to school. In a lesson on test-taking skills, for example, teachers might invite students to share techniques they used to prepare for tests in their homelands, such as working in study teams. Teachers incorporate students' diverse perspectives into their instructional decisions. Teachers know when students who are practicing Muslims observe Ramadan through fasting, for instance, and encourage colleagues to accommodate students with specific needs during this holy period. Appropriate accommodations might include providing a space away from the cafeteria during lunch, or refraining from scheduling important tests or physically demanding activities late in the afternoon, when these students who will not eat or drink before sunset are tired and hungry. Such culturally responsive approaches to instructional design and implementation honor the cultural knowledge and experiences of English language learners and can validate their own and other cultures.

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Accomplished teachers of English language learners understand the need for explicit instruction of cultural behaviors associated with academic settings in the United States. For example, teachers instruct students on how to express opinions verbally in group settings as well as in writing. Teachers might offer students opportunities to uphold their viewpoints with peers or have students practice expressing opinions in small groups by providing students with sentence stems that present the language structure of argumentative discourse. Teachers encourage students who are reluctant to share their ideas. Teachers also teach conversational skills by instructing students in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners. While instructing students in cultural behaviors required for students' academic success in school, teachers support the maintenance and development of communication skills that students may use in their communities and at home.

Accomplished teachers recognize that students' interactions can result in their integration or marginalization in school, and that some students may withdraw from participating in classroom activities such as literature circles or demonstrate signs of alienation. Accomplished teachers understand the effects of such marginalization on students' abilities to gain English language proficiency and to learn cultural behaviors and conventions for specific situations, so they use a range of strategies to engage all students. Teachers might model appropriate behaviors explicitly, provide detailed explanations about their use, and seek curricula for teaching them. Teachers might provide students opportunities for immediate success by helping them understand and communicate using a variety of discourse styles in the classroom, thus increasing their abilities to succeed in the larger society

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Accomplished teachers help students adjust to and participate in school by facilitating positive academic experiences. Teachers know that students new to this country may have prior educational experiences that differ markedly from those of their peers born in the United States, and they respond thoughtfully to individual students' needs. For example, some students may be perplexed by the opportunity to choose an individual project or participate actively at a learning station. Teachers ensure that instructional activities demonstrate understanding toward students'

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cultural beliefs and practices. When grouping students for cooperative assignments, for instance, teachers honor students' cultural identities. For example, teachers may allow young girls from Saudi Arabia who may prefer and work more effectively with female partners to complete a project together.

Student Advocacy

Accomplished teachers use a range of activities to welcome newcomers and help them succeed in school and society. For example, teachers might seek assistance for students who feel isolated or depressed or consult with community resource personnel about effective ways to ease students' transition to life in the United States. Teachers might arrange for students to receive instruction in their primary languages when possible, assign classroom partners to help students adjust to school, build support systems for students and their families, or develop and deliver instruction specially designed for new students.

As advocates for English language learners, accomplished teachers work to make school culture inclusive and reflective of culturally diverse groups. Teachers might collaborate with colleagues to provide families with resources such as bilingual dictionaries or activity calendars that reflect the school's linguistic and cultural diversity. They might also promote celebrations that emphasize the community's ethnic and cultural traditions, oversee the creation of a multilingual telephone menu, assist in the development of a school Web site that includes the languages of their students, or help design multilingual signs and information resources. Teachers might work with curriculum committees to embed authentic multicultural literature into the curriculum. Through such efforts, teachers enhance their students' awareness of and appreciation for the richness of their own cultures and those of their peers.

Accomplished teachers understand that cultures are dynamic and that the cultural identities of their students are fluid and complex. English language learners may not necessarily identify with the culture of family members, with the culture of their home countries, or with any cultural group in the United States. Teachers realize that many students and their families are undergoing significant life changes that can affect students' ability to focus on school. A secondary student whose family immigrated to the United States several years prior to the student's arrival, for instance, may have difficulty adjusting to family, school, and community cultures while simultaneously adjusting to learning a new language. Accomplished teachers could form support groups to provide assistance to students and their families in such situations.

Accomplished teachers value the significance and implications of unique cultural beliefs and practices, including school and community cultures in the United States, and they thoughtfully guide students and their families as they attempt to interpret new experiences and succeed in the United States. Teachers may sometimes

assume the role of cultural mediator, as students learn about and participate in a new culture notably different from their own. Teachers know that students may face choices between honoring the values, beliefs, or behaviors of their home cultures and adopting those of the school or of their new community.

Accomplished teachers assist students as they navigate the cultural complexities of a society that uses racial labeling and categorization. Some English language learners are confused, for instance, when they discover they are considered European by some government entities because they were born in Spain, but Hispanic by other agencies because their parents are Chilean. Teachers recognize that such methods of identification may confuse recently arrived students unaccustomed to such practices, and teachers provide them appropriate guidance and support. When students fill out demographic information prior to taking standardized tests, for instance, teachers might acquaint students with ethnic and racial categories they are likely to encounter.

Accomplished teachers also acknowledge that some English language learners may confront unwelcoming attitudes from students who do not understand their cultural identities or experiences. Newly arrived students, for example, may not fit in with other students from the same country who have lived in the United States for several years because the new students dress, act, or speak differently. As a result, teachers provide students who are in a period of cultural adjustment with assistance in comprehending and coping with the multilingual and multicultural realities of their lives. Furthermore, teachers work with staff and students to promote understanding about such processes and to establish school environments that value and support students.

Accomplished teachers recognize and attempt to avoid cultural bias in their curriculum, instruction, and assessment. They do not assume, for example, that all students are familiar with iconic stories of Americana, such as “The Itsy Bitsy Spider” at the early childhood level, George Washington and the cherry tree at the elementary level, or Paul Revere’s ride at the secondary level. Instead, they explicitly teach any requisite background information and, whenever possible, draw on students’ prior knowledge and experiences to assist learning. Teachers work collaboratively with colleagues to increase awareness of cultural bias within content-area curricula. Teachers may participate in textbook review committees, for example, to examine cultural biases in proposed textbooks.

Reflection

Accomplished teachers develop a deep knowledge and understanding of culture as both a target of student learning and a factor affecting student learning. Teachers are alert to their own philosophical, cultural, and experiential biases and take these into account when working with students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers analyze issues of culture in their school environments to ensure opportunities for students to learn about and

<p>function in a new culture while maintaining their own culture. Teachers also critically reflect on possible biases in their instructional materials and classroom management strategies and act upon this reflection to promote student learning.</p>	
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Note: At the time of publication, federal government entities use the term Hispanic to describe all Spanish Speaking populations regardless of origin.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD II: Fairness, Equity, and Diversity	
OVERVIEW: Accomplished English language arts teachers practice fairness and equity because of their commitment to the acceptance and appreciation of others. Accomplished teachers use a variety of strategies and materials to address disparities among students and provide meaningful learning opportunities that meet the diverse needs of all learners.	
<p>Accomplished English language arts teachers understand the principles of fairness, equity, and diversity, and they effectively apply these principles, along with their knowledge of students, in their classrooms. As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all receive an adequate share of attention. Accomplished teachers recognize their own biases and do not allow them to negatively interfere in their decisions.</p> <p>Accomplished English language arts teachers uphold fairness and equity in their daily interactions with students. Teachers understand that fairness refers to acting with clarity and consistency and providing each student with the support the student needs to be successful. Teachers who apply fairness are careful to counter potential inequity and avoid favoritism. In the classrooms of accomplished English language arts teachers, attention to equity is central. Teachers understand that equity requires a deep commitment to justice. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. Equity is brought to bear in the way that teachers create instructional settings that promote rigorous learning for all students.</p> <p>Accomplished English language arts teachers understand and value the diversity of their students. Teachers understand that a commitment to diversity involves the appreciation of each student’s cultural, linguistic, religious, regional, and ethnic heritage; family configuration; socioeconomic status; sexual orientation; gender; body image; physical and cognitive exceptionalities; prior learning and literacy experiences; learning style; political views; and personal interests, needs, and goals. Teachers reflect on their use of the knowledge of diverse cultures and contexts to enrich instruction and to help students learn about different cultures within their schools, their communities, and the world.</p> <p>Accomplished English language arts teachers understand that ensuring fairness, equity, and diversity is not a simple proposition. To ensure these principles, teachers must have an appreciation of human differences and an understanding of how best to respond to them. Hence, accomplished teachers employ what is known about</p>	

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effective and ineffective practice with diverse groups of students, and they strive to learn more about how best to accommodate differences. Accomplished teachers understand that for the learning environment to be a good place for some students to learn in, it must be a good place for all students to learn in.

Creating a Learning Environment that Promotes Fairness, Equity, and Diversity

Accomplished English language arts teachers create a learning environment characterized by acceptance, inclusion, and appreciation for what each individual brings. Accomplished teachers have welcoming attitudes and are eager to work with each of their students. They model dispositions and actions that encourage fairness, equity, and respect for diversity, and they build their students' capacities to support and value one another's ideas, contributions, and accomplishments. Accomplished teachers encourage dialogue so that all voices are honored and heard. For example, teachers might use Socratic circles to illuminate and explore differing perspectives on texts, embracing both agreement and respectful disagreement as pathways for generating new ideas. Accomplished teachers understand that by modeling how to express and navigate different viewpoints, they can help students develop tolerance and conflict-resolution skills that will help them now and in the future.

Accomplished English language arts teachers proactively address issues of diversity to promote equity and ensure that all students receive equal opportunities to learn and advance. Accomplished teachers foster in their students respect for and appreciation of others, regardless of personal and academic differences. Accomplished teachers provide students with opportunities to read and view texts that are representative of human diversity in order to explore the scope of humanity, the people they want to become, and the people they do not want to become. Teachers appreciate and respect differences in the personalities and temperaments of students and realize that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experience. (See Standard I—Knowledge of Students.)

Accomplished English language arts teachers advocate for voices that are silent or not present in the classroom. Teachers try to minimize the expression of bias and stereotypes in online environments as well as in school, and when they encounter bias in any forum, they rally against it. By challenging bias, teachers inspire students to do the same. Accomplished teachers firmly believe that students are entitled to be proud of their roots and personal identities. Teachers are committed to social justice, empowering early adolescents and young adults to start to take control of their own lives and decisions rather than relying on others.

Accomplished English language arts teachers are proactive about respecting and valuing identity, personality, and culture. They uncover and address the prejudices and stereotypes that often lead to misunderstanding, bullying, discrimination, dehumanization, and violence. Accomplished teachers recognize the different forms, scopes, and contexts that insensitivity can take and guard against all of them, from the subtle to the extreme. When they become aware of hostile dispositions among their students, teachers work diligently to address, neutralize, or eliminate them where

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possible, using a multitude of available resources. Accomplished teachers recognize that addressing these overt and covert attitudes and behaviors is essential to preserving a safe learning environment.

Accomplished English language arts teachers understand the importance of respecting the cultural values and norms that students bring from home. They involve parents and other caregivers in sharing the traditions of families as one way of promoting students' understanding of and respect for diversity. Accomplished teachers realize that students' identities are fluid from day to day, and that students grapple with cultural patterns of behavior, societal norms, peer expectations, and developmental stages. Teachers realize that as students work to discover how all these influences intersect, they may embrace, emphasize, reject, and question various aspects of their cultural backgrounds and identities. (See Standard I—Knowledge of Students and Standard XI—Collaboration.)

Accomplished English language arts teachers prepare students to be global citizens by creating a learning environment that acquaints students with cultures beyond their community. Teachers recognize that many of today's students will be working in careers that currently do not exist and in social contexts that have not yet evolved. Therefore, teachers provide opportunities for students to gain an awareness of the complexities of emerging issues and differing perspectives at local, national, and international levels. Teachers help students celebrate the diversity of the human condition, connect with others, and adapt to a world that is constantly changing.

Adapting Instruction as a Means of Establishing Fairness and Equity

Accomplished English language arts teachers understand that the equitable treatment of students may sometimes involve treating students differently. To be fair and equitable, teachers must know their students' needs and consider each student individually. This consideration means that teachers play to their students' strengths and provide extra support when needed, allowing students differentiated opportunities to demonstrate their knowledge and skills. Accomplished teachers deliberately seek out paths that will provide insights into their students' learning styles, interests, and experiences, and then they connect this information to their instructional decision making. Teachers sensitively frame the way they approach a lesson, a piece of literature, or a classroom discussion using detailed knowledge of students' diverse outlooks and backgrounds.

Accomplished English language arts teachers recognize that students come to the classroom with prior experiences and perspectives that both differentiate them from and connect them with their peers. Accomplished teachers are well attuned to this variety and guide students to create classroom norms that address, accept, and celebrate these differences and similarities. Moreover, accomplished teachers understand the many ways students seek to distinguish themselves from their peers. They monitor and respond appropriately with strategies that will not only advance student learning, but also improve understanding among students and foster a shared sense of community.

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Accomplished English language arts teachers are committed to providing every student with the help needed to progress as an inquisitive, informed, responsible, creative, and literate human being. Teachers understand that such growth is best supported by a collaborative learning community in which all students participate fully in a comprehensive curriculum; therefore, teachers vary their approaches for reaching all students. For example, an accomplished teacher might provide peer tutoring, provide students with an opportunity to work with a computer program, or group students within small, heterogeneous groups to address a specific need. Teachers monitor the progress of group work, ensuring that each student in a group is accorded respect and that all have a fair chance to participate in appropriate ways.

Accomplished English language arts teachers advocate for a high-quality, challenging education for all students, including those for whom English is a new language and students who belong to groups that lack access to rich, robust, and relevant curriculum and materials. Accomplished teachers look for ways to meet all students' needs and raise achievement levels. Teachers acknowledge the existence of the achievement gap and seek ways to accelerate students' academic growth. They are aware of the specialized attention that some students need, and they modify their instruction and assessments accordingly. Accomplished teachers are proponents within their classrooms and in larger contexts for the inclusion and success of all students; therefore, they ensure that students who are at the proficient and advanced levels are challenged just as students who are striving toward proficiency are supported. (See Standard X—Assessment and Standard XII—Advocacy.)

Accomplished English language arts teachers are attuned to the special characteristics of students with physical or learning disabilities, or exceptional cognitive, social, emotional, or linguistic needs. Teachers select and use appropriate instructional resources, including assistive technologies, and they modify the physical layout of the learning environment as needed. Accomplished teachers allocate instructional resources, including one-on-one attention, according to the unique needs of each student. Teachers may arrange students with exceptionalities in small, heterogeneous groups to facilitate interactions among pupils from different backgrounds and of different ability levels.

Accomplished English language arts teachers help students appreciate varying forms of language and learn how to appropriately select and use different forms based on the communicator's purpose, audience, and context. Teachers recognize that no form of communication is politically neutral; they acknowledge the issues of power related to what society values as legitimate communication. Accomplished teachers understand that although Standard American English is a gatekeeper to many benefits of society, other forms of language usage have value in the classroom community. Accomplished teachers are aware of the ways in which language reflects cultural diversity, and they capitalize on the richness of language that students bring to class and to texts to heighten students' sensitivities to issues of culture. (See Standard VIII—Language Study.)

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Identifying and Implementing Resources for Fairness, Equity, and Diversity

Accomplished English language arts teachers seek out a blend of resources, opportunities, and activities that will enhance and celebrate cultural differences. Teachers want all students to see themselves, others like them, and those different from them in literary selections. Accomplished teachers use student diversity as a powerful resource to strengthen the classroom community, accelerate student success, and facilitate student acceptance of differences.

Accomplished English language arts teachers use a wide variety of resources to promote opportunities for their students to learn appreciation and acceptance of others. Teachers use their content knowledge to select fiction and nonfiction texts that allow students both to see themselves in selected texts and to expand their awareness of the world around them. Regardless of the demographics of the classroom, accomplished teachers strive to introduce students to texts of many cultures. Using texts drawn from a range of traditions and examples that are inclusive of both genders and of many ethnicities, cultures, and languages, teachers provide students with new lenses through which they can view the host of ethical and moral issues that authors portray through their visions of the world. With carefully selected texts, teachers help students investigate the different functions, purposes, and roles that literacy plays in their own communities and in various cultures. Accomplished English language arts teachers ensure that the texts and learning experiences they select are authentic to the traditions and beliefs of the cultures described. To ensure authenticity, teachers consult current literature, experts among their colleagues and the community, their students, students' families, and other reliable sources. They conduct a dialogue with their students in which similarities and differences are discussed, and common ground is found. Accomplished teachers help students understand the political, social, and cultural contexts of works that were created in distant times or places; teachers also help students evaluate the relevance of these texts in the here and now. (See Standard V—Reading and Viewing and Standard VII—Speaking and Listening.)

Accomplished English language arts teachers understand the importance of developing students' skills with technology to equip them for the needs of an ever-changing global society. Teachers also recognize the potential of technology to enhance students' ability in the realm of creative problem solving. Therefore, accomplished teachers help ensure fair and equitable access to technology in their classes and within the school, whenever possible. Regardless of students' immediate circumstances, accomplished teachers help their students become aware of the possibilities for the use of technology to advance their education.

Accomplished English language arts teachers use technology to support instruction. Teachers collaborate with specialists and advocate for the use of technology to support English language arts learning of all students, including students with exceptionalities and English language learners. An accomplished teacher might show respect for a student's innate disposition by encouraging a reticent student to

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participate in an online class discussion as an alternative to speaking aloud in class. Teachers are aware of any disparities that may exist among their students concerning their prior experiences with technology and their access to technology at home and school. Teachers take limitations regarding access into consideration when making assignments, and, when possible, they develop creative solutions to help compensate for a lack of access to technology.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in ensuring equity. They monitor their own preconceptions and actions for the effects that their cultural backgrounds, biases, values, temperaments, and personal experiences have on their teaching. They recognize and acknowledge their aesthetic preferences and philosophical outlooks. They understand how their beliefs and predispositions may affect their interactions with students whose backgrounds, beliefs, values, learning styles, or personalities are significantly different from their own. Teachers make sure that fairness and respect for individuals permeate all aspects of their instructional practice. For example, teachers may exchange students' papers with other teachers or cover student names to safeguard against unfair biases in scoring. Teachers seek to achieve mutual understanding with students, and they treat each student fairly and with honor, dignity, and respect.

Accomplished English language arts teachers review evidence to determine the extent to which fairness, equity, and diversity are part of the learning environment. Teachers consider ways in which they organize instruction and interact with students to promote fairness, equity, and diversity, and they also reflect about how they increase the awareness and practice of these principles among their students. Accomplished teachers seek out the reasons students do or do not succeed, which may stem from issues related to fairness, equity, and diversity. For example, a student may have failed to hand in an essay assignment because he did not have access to the necessary library materials for research. An accomplished teacher would ensure that all students have access to materials needed to complete an assignment. Accomplished teachers also monitor whether their students are becoming more considerate of divergent opinions and more accepting of others. For example, accomplished teachers might examine patterns of classroom discussion to determine the degree to which students are listening to one another and otherwise behaving in ways that show openness to the contributions of their classmates.

Accomplished English language arts teachers critically examine their instruction on a regular basis to increase their knowledge, expand their skills, and adjust their practice on behalf of fairness, equity, and diversity. Accomplished teachers are innovative and take risks to enrich students' cultural understandings to help students reflect on their experiences. Accomplished teachers are lifelong learners; they engage in professional reading experiences, learning communities, blogs, networks, workshops, or classes to build their capacity to work with diverse students. When possible, they contribute professional writing and presentations about fairness, equity, and diversity. Teachers

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understand that cultures are dynamic and constantly evolving; therefore, teachers never consider their own cultural learning complete.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD III: Diversity	
OVERVIEW: Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.	
<p>The populations served by teachers of students with exceptional needs are diverse across many dimensions. Accomplished teachers ensure that all students—regardless of their exceptionality, race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, or gender—receive equal opportunities to participate in, enjoy, and benefit from needed services, instructional activities, learning experiences, and resources. In all settings where students receive services, teachers insist that all individuals are treated with fairness and respect. These teachers comprehend the challenges faced by many of their students who, because of their exceptionalities, may be excluded from opportunities available to other students. Accomplished teachers know the range of inequities that keep students from meaningful access to quality programs and services and are committed to making such programs available to all.</p> <p>Teachers Create Environments in which Equity, Fairness, and Diversity Are Modeled, Taught, and Practiced</p> <p>By showing respect for and valuing all members of their communities and having high expectations that their students will treat one another fairly and with dignity, exceptional needs teachers model and promote the behavior necessary for a diverse society. They know that the attitudes they display as they work with students, families, colleagues, community members, and others who support the learning process provide powerful models for students. As a result, they conscientiously demonstrate in their own behaviors the kind of behavior they expect from students and others.</p> <p>Accomplished teachers create learning environments that value the dignity and worth of each individual. To help all students feel welcome as active contributors, teachers design instruction, materials, and curricula that reflect the diversity of learners and illuminate their significance in teaching and learning experiences. Native language and multicultural materials, for example, allow English language learners to see themselves represented culturally and linguistically. Sensitive to the complexities involved in treating each student equitably, teachers make sure that all pupils receive appropriate attention and that their assessments of student progress offer multiple avenues for success. The broad range of characteristics, backgrounds,</p>	

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and developmental levels among students with exceptionalities provides accomplished teachers the opportunity to raise awareness among their students of how to respond to others different from themselves and how to honor others' strengths and abilities. Teachers actively and positively challenge those who express inappropriate perspectives on others, teaching the importance of equality, fairness, and respect. (See Standard VIII—Curriculum and Instruction and Standard IX—Learning Environment.)

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

Teachers Respect the Diversity of Families

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

Teachers Ensure Access to Quality Learning Experiences Accomplished teachers ensure that all students are appropriately and fairly given access to the high-quality programs and opportunities they need. They make sure that accountability systems incorporate diverse learners with exceptionalities and include appropriate assessments, modifications, and accommodations. A multi-tiered assessment, for example, might enable a teacher to identify students with gifts and talents. Teachers work against barriers that inhibit understanding the whole child. They understand and are sensitive to cultural, ethnic, gender, economic, and linguistic differences

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<p>that may be misinterpreted. They know that lack of attention to these factors can lead to inappropriate assessment of students, over- and underidentification of students for special services, and inappropriate placement and instruction. The over-representation of certain groups, for instance, may result in their isolation in restrictive environments. Teachers ask questions, seek the assistance of other professionals, and take actions to ensure the appropriate assessment and identification of students and to improve instructional services for them.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD III: Fostering Equity, Fairness, and Appreciation of Diversity	
OVERVIEW: Accomplished early childhood teachers embrace diversity. They model and nurture treating others with equity, fairness, and dignity.	
<p>Accomplished early childhood generalists are committed to teaching young children in ways that are fair and equitable. They have the knowledge, skills, and dispositions necessary to effectively promote the learning of all children and to address inequities. They model and teach behaviors and dispositions that are essential in a diverse society, and they actively monitor children’s behavior to ensure that these skills and dispositions are practiced by all. Accomplished teachers empower children to treat others respectfully and to expect respectful treatment in return. Teachers are fair in their treatment of children and teach children to evaluate the fairness of their own actions. They realize that equitable learning opportunities often require the development of unique accommodations to allow for the full engagement of every learner, and they explain the rationale for such accommodations to children. Accomplished teachers appreciate and respect individual differences and understand the unique needs of each member of the learning community. Teachers view diversity in a community as a benefit that gives community members the opportunity to learn from and about each perspectives of others, and they sensitively guide children to a similar appreciation of diversity.</p> <p>Demonstrating Knowledge, Skills, and Dispositions</p> <p>Accomplished early childhood teachers promote fairness, equity, and diversity. They are reflective, and this characteristic enables them to identify and challenge their own assumptions and biases. Their knowledge of human development and learning and their skill as careful observers of young children make them insightful about the diversity in their classroom. Teachers use their knowledge of the unique needs of each child to differentiate instruction in meaningful ways while pursuing the curriculum standards that all children need to achieve. Teachers understand the history of education with respect to the ways in which some learners have been treated inequitably in the past. They recognize that inequalities continue to exist in some learning communities, and they know the areas in which achievement gaps typically develop. They are sensitive to the fact that some communities are still in the healing process from a hurtful past, and they stay abreast of research on diversity issues and apply what they learn in ways that are equitable and effective.</p> <p>Accomplished early childhood generalists have the knowledge, skills, and courage to promote fairness and equity in their classrooms. They adapt learning experiences and approaches to instruction in ways that ensure equitable participation. When</p>	

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

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

Ensuring Equity

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

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

Demonstrating Fairness

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

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

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

Valuing Diversity

Accomplished early childhood generalists recognize and value children's diversity—including the physical, emotional, sociocultural, and cognitive variability of

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

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

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

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

Accomplished early childhood teachers respect differences in families and family structures. They actively learn about children’s families to ensure that they can respond appropriately to their particular needs. They understand that their own

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD II: Respect for Diversity	
OVERVIEW: Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.	
<p>Appreciating Diversity</p> <p>Accomplished middle childhood generalists are cognizant of the need to show respect for their students as they teach and model advocacy for the rights of all. In an increasingly pluralistic society, they recognize and value diversity among people of different ages, genders, sexual orientations, physical characteristics, races, ethnicities, cultures, primary languages, origins of birth, socioeconomic status, family configurations, religions, abilities, achievements, and exceptionalities. Teachers address diversity dynamically, as an ongoing learning process, by making a concerted effort to learn about their students’ uniqueness through personal interaction with students, families, colleagues, community members, and other individuals.</p> <p>Accomplished teachers understand that diversity provides a meaningful context for teaching and learning. They know that their instructional methods may impact the manner in which their students learn. Because they recognize their power to influence and affirm each student’s sense of personal worth, teachers acknowledge their personal biases and consider how these perspectives may affect the learning environment. They strive to be self-aware and reflect on how these insights can be used to increase their students’ ability to access learning. Accomplished teachers understand and uphold the belief that all students should be treated with dignity and feel safe to learn in their schools and communities, so they may work with students in various ways to create environments in which bullying is not tolerated. By assisting students in recognizing discrimination, prejudice, and stereotypes, accomplished teachers help students understand and use democratic principles of freedom, justice, and equality. In so doing, they nurture the development of these civic values in their students.</p> <p>Accomplished teachers understand that a learning environment is enriched when students of various cultures, backgrounds, and abilities can see themselves in curricula and work together to achieve common goals. Exposing students to cultures unlike their own and teaching them an understanding of difference prepares students for interactions with groups and cultures with which they are not familiar. Accomplished teachers may thus discuss with their students literature related to different family structures, people with exceptionalities, or social issues such as</p>	

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homelessness. An inclusive climate nurtures their students' ability to recognize, acknowledge, and appreciate diversity, setting the stage for effective cross-cultural communication and a comprehensive and global approach to problem solving.

Addressing Diversity

By providing students with opportunities to be familiar with different ethnic and cultural communities, accomplished teachers help students confront personal biases and stereotypes while nurturing a more global awareness. Teachers use pedagogy that is fair and equitable, providing all students with opportunities to experience success in academic and social arenas. They lead students to discover positive personal identities and attitudes regarding differences in themselves and others.

Accomplished teachers demonstrate effective communication skills with a heightened awareness of, and sensitivity for, the members of a diverse learning environment. While appreciating variations in the English language, they strive to demonstrate and develop students' oral proficiency in social and academic English. Furthermore, teachers understand how the context and purpose of learning activities can affect oral and written language. They understand that children with diverse cultural histories may be accustomed to different forms of social interaction and beliefs or modes of communication. For example, grandparents who speak languages other than English may be the primary care givers of children. School expectations of language use may differ from the expectations of culturally diverse students and their families. Middle childhood generalists employ resources that can help them communicate better with families, creating or seeking translations for written communication or acquiring the support of interpreters for oral communication.

Accomplished teachers identify, model, and teach the skills that students need to interact with classmates from different groups in a way that reduces bias, fear, anxiety, and discrimination. They create student groups that stimulate cohesion and reveal similarities between and among classmates to support the improvement of intergroup relations and to facilitate commonalities in the ways students learn. Teachers may stress similarities in values between or among groups to reduce prejudice, for example, by demonstrating how ideals like freedom and charity exist across cultures, ethnicities, and racial groups.

Accomplished teachers understand that required curricula and instructional materials may offer limited viewpoints, and that the study of diverse perspectives can deepen their students' content knowledge while enriching their global understandings. They enable students to explore the value, meaning, and significance of different viewpoints as students analyze subject information. When studying historical events, for example, accomplished teachers might have students write letters from the viewpoints of different participants. During a unit on issues associated with the Gold Rush, students may write personal narratives from the vantage point of those affected, such as miners, ranchers, or native tribes. Teachers understand that the study of diverse viewpoints encourages students to think flexibly as they draw on and apply multiple sources of information to analyze global concerns.

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Accomplished teachers actively seek ways for students to bring meaning to their learning. They plan lessons and employ instructional strategies that take into account their students' knowledge, skills, interests, and dispositions. Teachers differentiate instruction and assessment based on these factors, using knowledge of their students as a platform for inquiry. They provide students with opportunities to share information about themselves, and they integrate activities that honor students' cultural practices and beliefs in responsive and innovative ways. When structuring these activities, teachers strive to represent the uniqueness of students' cultural backgrounds while respecting the norms of each culture. For example, because some artifacts may be sacred to a particular population, teachers will choose not to reproduce them in the classroom. Cultural activities provide teachers with insights into the individuality of their students while encouraging the development of empathy, understanding, and personal connections among classmates.

Accomplished teachers also ensure that classroom displays and visual resources such as posters and other instructional materials reflect the diversity of their students and extend their awareness of others. They challenge students to think critically and creatively about these sources of information, asking students to consider how displays may or may not accurately portray students and who they aspire to become. Accomplished teachers encourage students to express their personal feelings and ideas in a sensitive manner that conveys respect for themselves and other individuals.

Recognizing the interconnectedness of the global community, accomplished teachers identify resources available within their communities or through technology to expand their students' understandings of diversity. They may reach out to area colleges, universities, and private agencies for current research and expertise. For example, during a unit on immigration, teachers might contact outside experts as well as local or regional cultural centers. Alternatively, when studying conflict, they might use technology to connect students with primary sources such as civil rights leaders not present in the local community. Accomplished teachers use various sources to provide a more comprehensive perspective on cultural studies in the classroom.

By addressing issues of diversity proactively, accomplished teachers create supportive learning environments in which all students feel safe as individuals. They help students participate in curricular and extra-curricular experiences that nurture positive attitudes and foster productive relationships. Middle childhood generalists know that improving the quality and consistency of student participation in school improves academic performance and increases student engagement in the classroom and the world at large.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Middle Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/MC-GEN.pdf>

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HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VIII: Equity, Fairness, and Diversity	
OVERVIEW: Accomplished health education teachers demonstrate equity and fairness and promote respect and appreciation of diversity.	
<p>All teachers must dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm. The manner in which accomplished health educators establish fairness and mutual respect among all learners is planned and purposeful. Teachers address issues of diversity proactively to promote equity and to ensure that their students—regardless of race, nationality, ethnicity, primary spoken language, socioeconomic status, age, religion, physical and mental ability, sexual orientation, or gender—receive equal and fair opportunities to achieve health literacy by participating in, enjoying, and benefiting from instructional activities and resources.</p> <p>Accomplished teachers of health education know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process set powerful examples for young people; therefore, they conscientiously demonstrate the behaviors they expect from their students. Teachers foster a positive classroom climate arising from mutual respect among all learners. They actively and positively challenge students and colleagues who make derogatory comments, express negative stereotypes, or impose inappropriate perspectives on others. Teachers model and promote their expectations that students will treat one another equitably and with dignity. Fairness and respect for individuals are key to their instructional practice; teachers listen carefully, respond thoughtfully, and present a supportive demeanor that encourages students to express themselves.</p> <p>Accomplished health educators are sensitive to the complexities involved in treating each student equitably. They recognize and address relevant diversity issues affecting instruction, class management, and student participation. They show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers make sure that all pupils receive an equitable share of attention and that their assessments of student progress are similarly balanced. They include each student in the learning community as an important individual and active contributor. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Using a wide variety of whole-class, small-group, or individual activities, teachers are committed to engaging all students in learning. Accomplished health education</p>	

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teachers highlight the diversity as well as the commonalities among their learners and build on these as sources of strength and dynamism for the learning community.

Health education teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. They also seek opportunities among students and staff to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. For example, to address issues relevant to prejudice and respect, students could be asked to interview classmates of different ethnicities, cultures, or religions and then make a class presentation highlighting similarities in the students' backgrounds. Teachers are particularly sensitive to and responsive to family and cultural issues that affect students' attitudes toward health learning. They understand that cultural differences sometimes influence students' views of health practices, and teachers respect and value those differences. To celebrate cultural differences in health practices, for example, students can be asked to interview family members about health care regimens specific to their culture or background and then share what they learned with their classmates. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Accomplished health education teachers are aware of issues students may face related to human sexuality, including sexual orientation, and to the varying stages of adolescent growth and development. Teachers establish a climate in their classrooms that promotes an understanding and acceptance of these differences. They take measures to reduce incidents of teasing, bullying, and harassment. This allows students to flourish in a safe and nurturing environment.

Health educators believe solidly in the ability of all students to learn, and they design instruction appropriate to the needs and experiences of all their students. Teachers demonstrate their confidence in the potential of each student by providing the means for each student to develop that potential. They are aware of students whose first language is not English and accommodate their needs accordingly. In making decisions about instructional goals and strategies, teachers take into consideration students' varied learning styles and multiple intelligences, and they understand how to modify curriculum and adjust lessons—including incidental and situation learning—to meet the needs of diverse learners. As appropriate, teachers employ visual, auditory, and kinesthetic approaches in communicating concepts. Accomplished health education teachers understand and comply with state and local policies and legislation, including federal requirements, such as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), concerning students with unique challenges and issues relevant to fairness and equity.

In their instructional decisions, teachers address the exceptional needs of special student populations; they plan, adapt, and implement classroom practices and activities that are individually appropriate, while ensuring that each student becomes an important and valued member of the class. Teachers create respectful environments that help students learn about one another and understand that all individuals have unique capacities and limitations. For example, to portray the

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difficulties faced by classmates with physical challenges, teachers could have students wear glasses with smeared lenses during a class activity. To accommodate students with exceptional needs, teachers seek appropriate help from students' families, specialists, and social agencies, and they advocate for essential support services to promote maximum success. They do so without compromising their commitments to high standards and meaningful classroom experiences for all their students.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Health Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-HEALTH.pdf>

LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD VII: Access, Equity, and Diversity	
OVERVIEW: Accomplished library media specialists provide access, ensure equity, and embrace diversity.	
<p>Access is the availability of the library media specialist, the physical environment, and information and resources. Equity is the acceptance and inclusion of all learners. Diversity is respect for all learners, regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender. Providing access, ensuring equity, and embracing diversity are integral to the practices of accomplished library media specialists.</p> <p>Access</p> <p>Accomplished library media specialists embrace their role in making ideas and information accessible to all members of the learning community. Specialists are available to support student learning, collaborate with classroom teachers, and provide instruction that meets the full range of learning needs of a diverse population.</p> <p>Accomplished library media specialists maintain safe, welcoming library environments that encourage maximum use by all learners. Specialists understand the importance of appropriate lighting, space, and décor to create a warm, inviting environment conducive to learning. Library media specialists understand that optimal use of the library media space is critical for access by all learners. They ascertain that the physical arrangement of space and furniture in such a setting supports collaborative and independent work as well as reading for pleasure. They incorporate ergonomic and assistive technologies, following recommendations of the Americans with Disabilities Act and local policies, and they solicit input from resource teachers when developing access plans for students with exceptional needs. For example, the accomplished library media specialist may collaborate with the exceptional needs teacher to select an appropriate electronic device that allows a student with arthritis to record and link audio to writing, enabling the student to be an active participant in a class book writing project.</p> <p>Accomplished library media specialists provide the learning community with open and least-restricted access to varied materials, such as print, non-print, digital, and online. For example, they may maintain a Web site that allows learners to access library resources remotely. Specialists understand the needs of the learning community and make organizational decisions to maximize access. For example, to meet the increasing demand for inquiry-based projects, the accomplished specialist might work with administrators to implement or expand flexible scheduling. They may also provide extended library time for early emergent readers and their families. Library media specialists prepare learners with skills that will support their lifelong ability to access materials in any library.</p>	

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Equity

Accomplished library media specialists are sensitive to the complexities involved in treating all learners equitably. Specialists regard each learner as an important individual and active contributor by welcoming, speaking to, including, and engaging all learners equitably. They accommodate differences in learners' access to resources. For example, accomplished library media specialists may ensure that adequate time is given to complete projects at school, allowing students who do not have computer access at home an opportunity to complete their work.

With a firm belief in each individual's capability and capacity for learning, accomplished library media specialists promote the acceptance and inclusion of everyone within the school. For example, specialists may model how to read a picture book to teen mothers in an afternoon workshop for these mothers and their young children. They demonstrate their creativity by providing resources and services that accommodate students with a variety of learning needs. Specialists could provide sensory materials, such as stress balls, for students with autism; audio books for students with dyslexia; and large-print books for students with visual impairments. For students with gifts and talents, library media specialists might seek access to online library services at a college or university.

Diversity

Accomplished library media specialists create learning environments grounded in high expectations and fairness for all students. Specialists are systematic and purposeful in planning and establishing a climate of fairness and respect. They promote and implement policies and procedures that establish and maintain collections that support the school curriculum and represent varied points of view. Accomplished library media specialists provide materials that promote mutual respect in a variety of languages and formats, as well as materials to educate all learners about diversity. For example, they may acquire books and materials that challenge gender stereotypes.

Because the attitudes they manifest set powerful examples for young people, accomplished library media specialists conscientiously model behaviors they wish to instill in their students. Specialists promote diversity and ensure that everyone— regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender—receives equitable opportunities. For example, the specialist might plan collaboratively with teachers to celebrate world cultures. Working with young children, the library media specialist could help students construct simple artifacts representing various cultures. The specialist working with older students might use Web-based conferencing to provide opportunities for students to communicate with peers in another country.

Accomplished library media specialists are particularly responsive to issues that affect the ways students approach learning. Specialists strive to educate themselves about students' diversities and plan or participate in programming designed to support all students. Library media specialists provide differentiated instruction that meets the needs of their students at all ability

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and developmental levels. Accomplished specialists recognize and address relevant issues of diversity affecting instruction, student participation, and library management.

Reflection

Accomplished library media specialists engage in reflective practice to ensure equitable access to resources and services for all learners. Specialists gather evidence in various ways, such as conversations, surveys, and interviews with learners, to find ways to improve equity, as they seek feedback to gauge the accessibility of their programs and strengthen areas of weakness. Through continual reflection, accomplished library media specialists recognize their personal perspectives related to access, equity, and diversity, and they do not allow personal biases to stand in the way of their professional judgments and responsibilities.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD II: Equity, Fairness, and Diversity	
OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.	
<p>Accomplished early and middle childhood literacy teachers make a commitment to the success of all their students. As they teach and interact with students, they are deliberately mindful of students’ language background, culture, ethnicity, race, nationality, gender, body image, household income, religious affiliation, family configuration, sexual orientation, physical or psychological exceptionalities, and literacy experience. Literacy teachers have a welcoming attitude and are eager to work with each of their students and families. Their approach to teaching invites students of all cultures and backgrounds to become engaged in learning. Accomplished teachers know and act upon the belief that each of their students is an individual learner and that the learning backgrounds of the students in a single classroom or a particular instructional setting are an asset and represent a tremendous wealth and diversity of human experience.</p> <p>Accomplished teachers are committed to principles of fairness and equity and to providing all their students with the resources they need to develop as literacy learners and as inquisitive, informed, and responsible individuals. Teachers maintain high expectations for all students and ensure that all of them receive equitable opportunities to learn and advance. Teachers encourage the development of each student’s individual voice, in part through the emphasis on and the modeling of democratic values. Literacy teachers further understand that each student’s growth as an individual is best supported by full membership in a collaborative learning community in which teachers and students show sensitivity and respect for one another and by full participation in a challenging, meaning-centered curriculum. Teachers view a diverse learning community as a valued learning context for their students and themselves. Accomplished teachers help students become aware of their own biases and overcome them in a safe environment.</p> <p>Promoting Fairness and Equity</p> <p>Accomplished teachers are aware of the issues related to fairness and equity in literacy instruction. Teachers recognize that the needs of students differ dramatically, and they are aware of issues of bias in instructional and assessment practices. Teachers hold themselves accountable for advancing equity in their classrooms in a variety of ways. They design instructionally sound activities for individual learners, and</p>	

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

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

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

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

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with colleagues and seek out professional resources to assist with specific challenges and to meet all students' needs in differentiated and equitable ways.

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

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

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

Promoting Diversity

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

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

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

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

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

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

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

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

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

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of

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Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Commitment to Mathematics Learning of All Students	
OVERVIEW: Accomplished mathematics teachers acknowledge and value the individuality and worth of each student, believe that every student can learn and use mathematics, and are dedicated to their success. Accomplished mathematics teachers are committed to the fair and equitable treatment of all students—especially in their learning of mathematics.	
<p>Commitment to Diverse Learners</p> <p>Accomplished teachers base their decisions about the teaching of mathematics on the belief that all students can learn. Teachers¹ continually determine each student’s level of mathematical knowledge and understanding and build on that foundation. They are alert and sensitive to the diversity that exists in students’ prior learning experiences; individual learning approaches; family,² cultural, and economic backgrounds; students’ interests; and their special needs. Teachers recognize the beliefs and attitudes toward mathematics that each student brings to the classroom and promote a respect for the value of mathematics. Teachers are aware that any of these factors, as well as others, can affect how students approach the learning of mathematics. Strategies for engaging all students may come from current research, collaboration, personal experience, and professional development.</p> <p>Accomplished teachers are dedicated to meeting the needs of a diverse student population. Teachers confront issues of diversity proactively to promote academic and social equity, maintaining high expectations for all learners. Mathematics teachers actively and positively challenge their own and others’ biased behaviors and stereotypical perspectives. For instance, a teacher might examine why one gender is significantly outperforming the other in algebra classes. Teachers are keenly aware of the historical perspectives and biases that have created social and academic barriers for students and work to remove these obstacles, such as less rigorous mathematics for students in lower-level courses. Teachers ensure that their students receive equitable opportunities to learn and advance in mathematics by maintaining the</p>	

¹ All references to teachers in this document, whether stated explicitly or not, refer to accomplished teachers of mathematics.

² Family is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

focus on standards-based concepts and skills, and they act to dispel the notion that not all students are capable of learning mathematics.

Accomplished teachers value the importance of their students' diverse cultures and backgrounds. Teachers build on the richness of the heritage and culture of all their students and give students opportunities to think in ways that are both culturally familiar and unfamiliar. Teachers recognize the unique contributions and perspectives each student brings to the learning environment. For example, the teacher may bring artwork representing the cultures of students in the school, such as Native American pottery, African American quilts, or Middle Eastern mosaics, to discuss topics of geometry such as transformations and tessellations. Teachers use this knowledge to foster positive interaction in the classroom and to support each student's mathematical growth. Teachers are aware that students' cultural backgrounds and life experiences can influence the ways they interact in the classroom and the ways students approach and learn mathematics.

Accomplished teachers are aware of the supportive attention that must be given to students who are learning English as a new language. Teachers ensure that such students are able to understand instruction and participate in class and small-group discussions; teachers may also give students who are learning English as a new language alternative assignments and assessments so that their ability to demonstrate understanding and proficiency in mathematics does not depend on their proficiency in English. Teachers work to ensure that such accommodations are made so that all students have equitable access to appropriate learning opportunities.

Accomplished teachers are aware of the issues involved in providing instruction to students with exceptionalities, including students with gifts and talents. Teachers modify curriculum, instruction, and assessments as necessary. They comply with federal, state, and local laws, regulations, and policies concerning students with unique needs. Teachers work closely with the specialists and support personnel who have valuable insights into these students, and teachers willingly team with these personnel to ensure that these students have every opportunity to achieve their educational goals and objectives. Teachers advocate for and, when possible, make use of assistive technologies—for instance, computers with voice-recognition or speech-synthesis software that can enable students with exceptional needs to communicate their thought processes and mathematical arguments.

Commitment to Mathematics Learning

Accomplished teachers help students acquire confidence in learning, doing, and understanding mathematics. Mathematics teachers focus on students, their activities, and their mathematical proficiency. In order to be mathematically proficient, students need to be able to understand the underlying concepts, achieve fluency and accuracy with procedures and algorithms, use several strategies to solve problems, communicate their thinking, understand the value of the mathematics, and believe in their ability to learn it. Teachers make the phrase "mathematics for all" come alive in their classrooms. They strive to inspire students to work diligently to learn

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<p>mathematics and encourage them to prioritize making time for learning mathematics. Genuinely committed to students, teachers let students know that they find doing and teaching mathematics a lively and enjoyable experience. With that in mind, a teacher might use gingerbread houses to engage students in topics involving measurement and proportion. Mathematics teachers create opportunities for each student to experience the satisfaction of success.</p> <p>Accomplished teachers know that mathematical proficiency is essential for everyone and work to encourage all students to take more mathematics courses. Teachers also work to provide opportunities for extra-curricular activities such as mathematics clubs and competitions. Teachers develop special pedagogical strategies for students who come to them with insufficient mathematical preparation in order to bring these students' learning up to course level as quickly as possible. Teachers recognize and work to overcome barriers that might prevent students from succeeding in mathematics. Teachers provide support and encouragement to and establish relationships with families and school personnel to ensure student proficiency in mathematics.</p> <p>Accomplished teachers take the extra steps required to ensure that students learn and encourage students to advance in mathematics as far as possible. It is important for teachers to know and communicate to students what is expected at the next level of mathematics. Teachers communicate connections among mathematics topics and between mathematics and the world. For example, a teacher could use a system of linear equations to model the total cost of two cell phone plans and use equations and inequalities to discuss with students appropriate domain and range values derived from the real world context. The students could then determine values for which plan would cost less. While teaching geometry topics, another real world context might include an exploration of local architecture and construction projects. Teachers have an "eye to the future," knowing and communicating how the content that mathematics students are learning now will relate to their future work or education.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

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MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VI: Valuing Diversity	
OVERVIEW: Accomplished music teachers value the diverse backgrounds, abilities, and perspectives of their students and provide a music curriculum that is inclusive of all students and rich in musical diversity.	
<p>Accomplished music teachers understand that each of their students is an individual learner and that the sum of the learning backgrounds of the students in a single classroom invariably includes a tremendous wealth and variety of human experience. They view the many forms of diversity manifest in their students—language backgrounds, culture, ethnicity, gender, socioeconomic status, religious affiliations, physical and mental abilities, literacy experience, musical ability, and others—as opportunities for creating a rich social and learning environment for all. Teachers also recognize the degree to which their classrooms increasingly reflect a global community and thus draw attention to the cultural significance of music in a variety of contexts. This awareness is made explicit through the instructor’s planning; through the articulation of values and goals; and through classroom policies, curriculum, and materials. They are adept at incorporating and adapting music from new repertoires to develop their students’ awareness of world communities and cultures.</p> <p>Providing Equitable Access to Music Instruction</p> <p>Teachers place a high value on fostering equity in their classrooms. They encourage all students to participate in class activities in ways that encourage collaboration, that are engaging to the students, and that are instructionally sensible for the students as individual learners. They are committed to providing all their students with the help they need to progress as musicians and as inquisitive, informed, responsible human beings. They may arrange students in heterogeneous small groups to bring pupils from different backgrounds in contact with one another and to allow the students to help one another learn. They make a special effort to encourage at-risk students to participate fully, making sure that their most gifted students are appropriately challenged and engaged and showing all students that they can explore music and be successful in music learning in a variety of ways.</p> <p>Accomplished music teachers recognize that the needs of students differ dramatically. They allocate instructional resources, including one-on-one attention, fairly. They also are aware of issues of bias in certain types of assessments and work to assess student learning in ways that do not disadvantage any of their pupils. They</p>	

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<p>retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing a high-quality curriculum.</p> <p>Recognizing that economic status can also pose barriers to participation for some students, accomplished music teachers seek ways to lower or eliminate such barriers. In some cases, the price of an instrument might be a restricting factor; in other cases, the cost of uniforms or special clothing required for participation in an ensemble might be beyond a family's means. Accomplished teachers seek creative solutions in such cases: building a collection of instruments available for loan; nurturing community connections such as booster clubs and corporate sponsors to support the music program; or developing means of transportation by which students can attend concerts or rehearsals outside of school hours. (See Standard VII—Collaboration.)</p> <p>Building Repertoires and Teaching Strategies That Include Music Chosen from a World Sample</p> <p>Recognizing the diversity of cultural norms that students bring with them from home, teachers draw on a variety of music—including classical, traditional, jazz, and popular music—to reflect that diversity. They aim for a significant representation of varied historical periods, cultures, ethnicities, and genders in the composers whose music they select for performance; where possible, they allow the makeup of their classrooms, choirs, and ensembles to serve as an additional criterion in that selection. (See Standard IV—Facilitating Music Learning.) Accomplished music teachers develop curricula that expose students to multicultural musical experiences.</p> <p>In interpreting and evaluating materials, teachers help students become aware of the ways in which music that is new to them might be similar to or different from music with which they are already familiar. They work to broaden students' aesthetic understanding of various types and styles of music, demonstrating how music that is harmonious to a particular group may be discordant to another. Accomplished music teachers also call attention to instrumentation—large ensembles such as Indonesian gamelans, ensembles of moderate size such as East European wedding bands, and individual instruments such as the Japanese koto and the Australian Aboriginal didgeridoo; vocal styles—ululation in the music of Africa and the Near East, high falsetto singing in certain native regions of North America, and biphonic or overtone singing in Central Asia; native theories from a variety of music cultures; and notational systems that have evolved from the practices of jazz and popular music. They provide opportunities for listening to traditional music and encourage their students to experience live performances of this music.</p> <p>Highlighting the Cultural and Contextual Dimensions of Music</p> <p>Accomplished music teachers recognize the value of drawing attention to the range of functions and occasions that call for music. By contextualizing musical performances, they help students understand the significance of music as an</p>	
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expression of specific cultural imperatives. A rite of passage such as a wedding or a graduation ceremony, a worship service, a social dance, or a football game can all be understood as cultural settings for music. In the case of familiar contexts, a teacher makes anecdotal mention of historical precedents. In cases where music is adapted from a traditional context, teachers engage students in a more systematic discussion of that context. As necessary, they guide student performances of traditional music with abiding respect for the tradition at hand, calling on resource individuals with relevant cultural expertise for assistance. Teachers recognize the cultural connection of dance and music, and, when possible, they incorporate the role of dance in music performance.

A significant share of musical experience derives from sacred or religious traditions; accomplished music teachers recognize the complexities that this fact presents for teaching and performing such music. They respect the religious traditions of all their students and select repertoire that is in keeping with the expectations of the communities in which they teach and that is of educational value. Their evolving knowledge of the repertoires and contexts of sacred music enables them to adapt their curriculum to the needs of their students. Teachers are also aware of the current interpretations of legal statutes that might affect their decisions in this regard and allow this understanding to guide their selection of music for study and performance. In general, accomplished music teachers help all their students develop an appreciation of the personal and cultural forces that shape musical communication and an understanding of the role that music has played in shaping diverse cultures of the past and the present.

Working Successfully with Music Students with Exceptionalities

As special education programs become integrated within a larger and more inclusive model of education, accomplished music teachers are increasingly responsive to the needs of students with exceptionalities, providing quality music experiences for those with special gifts and talents as well as those with particular cognitive, social, emotional, linguistic, or physical needs. Teachers create a learning environment in which the ideas of each student—whatever his or her musical or academic skill level—are solicited and taken seriously and in which the identity of each student as a learner is respected. Familiarity with channels of access to resources that target special needs, such as Braille music, allows the teacher to be of further assistance in guiding the learning of all students with exceptionalities.

Responding Effectively to Students for Whom English Is a New Language

High-quality instruction in music, with challenging curricula and high expectations for success, is provided by accomplished music teachers to all students, including those for whom English is a new language. Teachers recognize that all children, whatever the particular language of their upbringing, acquire language by using it to communicate with others about issues that matter to them. Accomplished music teachers regard students whose first language is not English as assets for the entire learning community and as resource individuals from whom the whole class can

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<p>benefit in its investigations of languages and cultures.</p> <p>Because accomplished music teachers know that learning a language requires the willingness to take risks, they work consistently to create a classroom culture in which students learning English as a new language feel safe and respected. They check on a regular basis to make sure that these students understand what is going on in the classroom. They seek ways of using music to dissolve language barriers among students and to facilitate communication between students and adults.</p> <p>Accomplished music teachers also serve as advocates for students who are learning English as a new language. They understand that the acquisition of a new language—particularly a fluency in the academic uses of language—takes many years to achieve. They know that music can serve as a useful and important bridge between students’ home languages and English.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

PHYSICAL EDUCATION (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VI: Diversity and Inclusion	
OVERVIEW: Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.	
<p>Accomplished physical education teachers understand that we all have diverse characteristics. To create classrooms that are safe, fair, and equitable for everyone, teachers respect their students as individuals. Physical education teachers maintain the inclusive quality of their learning environments through a thoughtful process of reflection on the personal and social dynamic within the classroom. Teachers understand that the demographics of their school and local community are dynamic, and they appreciate the diversity of students entering their classrooms. Teachers are sensitive to the unique physical, cognitive, and emotional characteristics of their students. They consider factors such as ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language when reflecting on how to improve their teaching practices and nurture their students. Accomplished teachers create welcoming, interactive classroom environments in which their students feel comfortable to learn and grow. They establish high expectations for all students, integrating instructional content and pedagogical strategies to meet the diverse learning needs within their classrooms. By thoughtfully incorporating inclusive, multicultural lessons, accomplished teachers plan and implement varied and challenging curricula that benefit all students.</p> <p>Creating Positive, Productive Classroom Environments</p> <p>Through a careful consideration of their attitudes and experiences, accomplished teachers recognize the biases, or perceived sets of assumptions, that they hold. Physical education teachers address these biases vigilantly to improve their teaching practices and support student learning. They educate themselves by collaborating with colleagues, families, therapists, administrators, and relevant school personnel to learn how they can provide a supportive and productive learning environment for all students. For example, a teacher might collaborate with other educators to help acquire resources for families that are economically disadvantaged due to homelessness or migrant employment. Eager to ensure that all students have equal access to learning experiences, teachers seek professional development to augment the instruction of their students further. For example, in a school with an increased number of students for whom English is a new language, a physical education teacher</p>	

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may seek the assistance of a language learning specialist to create an effective learning environment. Physical education teachers collaborate with specialists and consult community resources as needed to address questions and gain useful information that will help them enrich the educational experience of all students.

To design meaningful learning experiences that challenge students individually, accomplished physical education teachers modify and adapt their teaching practices, classroom resources, and activities innovatively. For example, a teacher may have a student with a sensory impairment learn new skills through a repetitive closed skill station in a quiet, darker, or smaller environment that does not overstimulate the nervous system. A teacher may also position a student with attention deficit disorder toward the front of the class and use visual prompts such as picture symbols, storyboards, video demonstrations, or assistive technology to maximize student attention and support successful learning. As appropriate, accomplished teachers structure environments utilizing instructional strategies and prompts that best meet the individual needs of their students.

Accomplished physical education teachers foster safe learning environments that acknowledge the perspectives of individuals as well as those of groups. Teachers achieve a balanced dynamic by consistently promoting lesson objectives that value respect, empathy, and responsibility. They explicitly model responsive, considerate behaviors and attitudes within the classroom. When physical education teachers realize that students are being bullied because of individual differences such as socioeconomic status or sexual orientation, they address the behavior immediately and develop activities that increase peer empathy. Teachers are cognizant of student biases that affect the learning environment, and they take immediate steps to ensure that every student remains successfully engaged in classroom activities.

Accomplished teachers show students how to recognize bias in themselves, their peers, and their communities. Using terminology that is current and culturally appropriate, teachers educate their students in the importance of avoiding language that denigrates people based on ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, or primary language. Physical education teachers engage students in dialogues and activities to analyze and actively dispel stereotypes. They serve as advocates for change, striving to eradicate bias through ongoing lesson objectives that focus on celebrating the similarities and differences between students.

Integrating Inclusive and Multicultural Activities Meaningfully

Accomplished physical education teachers hold themselves and their students accountable for promoting supportive classroom climates that foster individual success and growth. Teachers understand that students enter the classroom with diverse attitudes, prior experiences, and differing abilities. Physical education teachers gather information about their students from a variety of sources so they can tailor lessons that engage the entire class. They structure yearly plans that carefully address diverse needs and interests while promoting active, healthy lifestyles. For example, an

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accomplished teacher may use live interactive video to communicate with a class from South America and co-teach a session on the popular Brazilian game of peteca. Alternatively, a physical education teacher may celebrate diversity by incorporating key words and phrases from different languages within lessons or by creating a dynamic multilingual word wall that grows and changes throughout the year. Accomplished teachers incorporate inclusive and multicultural activities meaningfully within their curricula.

Accomplished physical education teachers vary their teaching style based on the activity as well as the differing cognitive, affective, and physical abilities and limitations inherent among their students. For example, a teacher may employ a reciprocal teaching strategy to pair students based on their skill level; in this instance, novice students might benefit from imitating and adopting the proper form modeled by their more skilled partners, while advanced students might hone their understanding of skill concepts by analyzing and evaluating the performance of their less skillful peers. In this situation, both groups would improve their skill levels while learning the value of cooperation and mutual respect. Accomplished physical education teachers adjust their teaching practice and strategies as needed to ensure that all students experience challenge and success.

Conclusion

Accomplished teachers embrace the diverse qualities and characteristics of their students, recognizing that the high expectations they have for students must be individualized based on their needs and experiences. Physical education teachers design instruction in which multicultural and inclusive lessons are integrated seamlessly throughout the year to create a challenging, engaging learning environment. Their knowledge of students' legal rights and protections, as delineated within pertinent laws such as the Individuals with Disabilities Education Improvement Act (IDEIA), informs their practice by supporting their implementation of appropriate curricula. In every aspect of their preparation and instruction, accomplished physical education teachers demonstrate care and diligence for their students. They ensure that their students receive a quality physical education that builds their sense of self-confidence and prepares them for a lifetime of healthy social interaction.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

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SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD V: Equity, Fairness, and Diversity	
OVERVIEW: Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.	
<p>Accomplished school counselors dedicate themselves to helping others in the learning community to understand and meet the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm. They promote equitable access to programs and activities for every student, plan and deliver interventions that will result in schoolwide appreciation for a culturally diverse world, and have high expectations that students will treat one another fairly and with dignity.</p> <p>Promoting Diversity</p> <p>Accomplished school counselors know that each student in the school is a unique person whose individual or family background includes a tremendous wealth and variety of human experiences. They view the many forms of diversity manifest in students—such as language background, race, culture, ethnicity, gender, socioeconomic status, religious affiliation, family configuration, physical or psychological exceptionalities, sexual orientation, and literacy experiences—as opportunities for creating a rich, schoolwide academic environment; meaningful career education programs; and successful personal/social interactions. They assist in the development of cultural awareness and promote respect for each student’s worldview.³</p> <p>Through continued research, reading, and experience, accomplished school counselors have expertise in all aspects of diversity. They possess a thorough knowledge of the stages of racial, cultural, and gender identity and the current literature on the personal and educational issues concerned with various types of exceptionalities. To serve as models for the rest of the educational community, school counselors realize that they must first address their own biases and recognize</p>	

³ Here, *worldview* is defined as an individual’s perception of the world based on his or her experiences as well as the socialization processes of the person in interaction with members of his or her reference group (i.e., culture, country). This definition is from Gladding, S., *The Counseling Dictionary: Concise Definitions of Frequently Used Terms* (Upper Saddle, N.J.: Prentice Hall, 2001), 129.

the importance of expanding their own understanding to accommodate the views of others. For example, because school counselors often work with families with varying configurations, they examine their biases about family composition; recognize the unique characteristics, parenting styles, and challenges associated with various configurations; and are inclusive in their language and actions so that all students feel that their family composition is recognized.

Accomplished school counselors know how culture affects the way students learn, that children of different cultures may come to school with prior learning experiences that distinguish them from their peers, and that student behavior often results from cultural experiences. For example, because some cultures hold school personnel in such high regard, students raised in those cultures might consider school counselors unapproachable; others might think it disrespectful to make eye contact with adults. Some students may come from cultures that reward individual rather than group achievement; others come from cultures that emphasize group achievement. When school cultural norms differ from those at home, school counselors know that students can feel alienated or isolated and can become confused, anxious, or afraid. School counselors help these students understand the dual roles in which they sometimes find themselves and recognize that they may need to behave differently at school than at home.

Accomplished school counselors are knowledgeable about appropriate counseling strategies for diverse populations, and they adjust their counseling styles and techniques to effectively respond to the needs of students whose worldviews and cultural experiences differ from those of the dominant culture. They recognize that students with different characteristics and backgrounds may require different types of counseling interventions. Accomplished school counselors use counseling approaches that honor the traditions of students and families. They know how to avoid behaviors that are incompatible with the worldview of a particular student, such as valuing the individual without considering the family.

School counselors believe that students are entitled to be proud of their cultural heritage and personal identities. They know that stereotypical thinking and prejudicial behavior result, in part, from a lack of awareness and appreciation of individual differences and commonalities. Therefore, school counselors help to educate the school community about the diversity and commonalities within the school to ensure that those diverse and common elements become integral parts of academic, career, and personal/social development. School counselors also introduce students to aspects of diversity with which students may be unfamiliar. They may use prevention and intervention strategies to reduce or eliminate hostility and intolerance and to increase civility. For example, they may establish multicultural clubs, age-appropriate prejudice-reduction groups, and celebrations of cultural events.

Accomplished school counselors select and recommend research-based instructional materials and experiences that promote positive images of people of varying races, genders, religions, cultures, and physical and mental abilities. For example, they

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select and promote counseling and teaching materials that positively depict children and adults with exceptionalities and that avoid using gender-specific terms and racially stereotypical language. Accomplished school counselors also advocate for the use of testing and assessment tools that are free of racial, cultural, and gender bias. (See Standard IX—Student Assessment.)

Promoting Fairness and Equity

Accomplished school counselors are committed to understanding and applying principles of equity and fairness. By showing respect for and valuing all members of their communities, school counselors model and promote the attitudes and behaviors necessary for successful living in a diverse society. They hold all students to high and challenging standards, and they seek equitable access to meaningful learning opportunities for all students.

Accomplished school counselors model welcoming, respectful behavior and are eager to work with every student. They understand the many ways in which students distinguish themselves from their peers and they respond appropriately with strategies that not only advance individual student learning but also help to improve understanding among all members of the learning community. They understand that some students may harbor beliefs that differ from the attitudes school counselors wish to develop, such as a belief in racial or gender superiority. They model fairness by openly challenging stereotypical attitudes when they are encountered. They respond directly to such challenges, emphasizing the importance of equity, fairness, and respect.

Accomplished school counselors work with other members of the school community to ensure a clear understanding of each student's specific needs. Recognizing that treating all students exactly alike is not always the most equitable approach, school counselors regularly confront a host of ethical dilemmas regarding the allocation of their time and other resources, and they recognize their obligation to foster growth in every student. The accomplished school counselor strives to ensure that, regardless of an individual's background, all students are treated with fairness and respect and have access to high-quality programs that allow them to grow as individuals and as students.

Accomplished school counselors understand and comply with legislation relevant to fairness and equity, including federal requirements and state and local policies. When appropriate for the developmental level, they also help students understand policies and legislation that are related to fairness and equity. For example, they may examine sexual harassment law through role play of social or business situations to clarify what constitutes prohibited behavior.

School counselors are aware of the differing developmental levels of interaction in schools. They recognize the unique needs of the very young child who is just beginning to interact with peers, the student in middle childhood who is developing a sense of belonging in a group, and the early adolescent who is yearning to be

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independent. They understand that adolescents and young adults are keenly aware of attributes such as gender, ethnicity, physical development, sexual orientation, religious affiliation, home language, or special needs that identify them as the same as or different from their peers. (See Standard III—Human Growth and Development.)

Accomplished school counselors are well versed in the needs of students with exceptionalities, serving as advocates for those with special gifts and talents as well as those with particular cognitive, social, emotional, linguistic, or physical needs. School counselors face the further challenge of knowing that many students, by the very nature of their exceptionalities, are often viewed as outsiders and are therefore excluded from opportunities, and they work to correct these inequities. They do this by using the inclusion of students with exceptionalities as a learning experience for other students and by helping to involve students with exceptionalities in and beyond the academic setting.

Accomplished school counselors are instrumental in supporting and promoting programs that facilitate the transition of students for whom English is a new language toward mastery of Standard English and toward continuing progress in their school subjects. They advocate against children being labeled as developmentally handicapped or learning disabled on the basis of their inability to reach academic levels or to perform well on standardized tests because of language skills not yet developed. They also work with school staff to provide interpreters and translators for parents to facilitate communication.

School counselors are leaders in equity and fairness, and they take a proactive role in the school community on these issues. They advocate for the curtailment and elimination of school policies and practices that do not provide equity and fairness for all students. For example, in response to collected data, they may act as child advocates to prevent the disproportionate placement of minorities in special education programs, and to make advanced classes available to students from all groups. They may work to influence school district policy to ensure access and equity in the hiring, assignment, and promotion of all staff. They may provide in-service training for the teaching staff to help them better understand how to identify the real cause of a problem, such as the cultural dimensions of certain behaviors, and inform the staff of individuals in the community who can mitigate potential problems and conflicts. They may develop programs to address the concerns of gay, lesbian, bisexual, and transgender students and their families. They may join with others to design reasonable and effective intervention and prevention strategies to close the achievement gaps among the school population, such as establishing after-school sessions on test-taking and study skills, developing programs to encourage parental advocacy, or building mentoring programs that provide positive role models who emphasize high academic standards and positive personal conduct.

Accomplished school counselors believe that every student deserves the respect of high expectations. They use data to challenge assumptions of academic ability that are based on stereotypes of students', parents', and staff members' cultural, racial,

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<p>ethnic, or economic background. While statistics may suggest that certain patterns of student performance are true, school counselors understand that generalizations based on these traits are detrimental to the success of students. Therefore, they are passionate in their efforts to advocate for and ensure equitable and fair access to opportunities for each student to succeed.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the School Counseling Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-SC.pdf>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VIII: Diversity, Fairness, Equity, and Ethics	
OVERVIEW: Accomplished science teachers understand and value diversity, and they engage all students in high-quality science learning through fair, equitable, and ethical teaching practices.	
<p>Introduction</p> <p>Accomplished science teachers believe that all students can develop conceptual understandings about science and can engage in scientific inquiry. Teachers act on this belief by ensuring that each student has equitable access to an empowering science education. Accomplished teachers respond sensitively to human differences and build on individual strengths.</p> <p>Accomplished science teachers understand and value the diversity of their students. Accomplished teachers value each student’s cultural, linguistic, religious, regional, and ethnic heritage; family configuration; socioeconomic status; sexual identity; gender; body image; physical and cognitive exceptionalities; prior learning or literacy experiences; learning style; and personal interests, needs, and goals. By valuing diversity, teachers model and teach respect for all people and groups. Teachers use their knowledge of diverse cultures and contexts combined with their knowledge of students to improve student understanding of science. Accomplished teachers are aware of their own beliefs and take them into consideration when designing instruction.</p> <p>Accomplished teachers understand the wide range of exceptionalities that can exist within a classroom. Exceptionalities include identified and unidentified learning needs, as well as gifted abilities. Accomplished teachers realize that every student’s profile is unique. Many students have special needs in some areas and talents in others. Teachers hold all students to high standards regardless of their abilities. They realize that all students need science instruction that is exciting, challenging, engaging, and appropriate.</p> <p>Accomplished science teachers understand that the way to achieve fairness is not to teach each student in exactly the same manner, but rather to teach every student equitably. Equity in the classroom means that teachers ensure that all students have the type and level of support they need and an instructional setting that promotes rigorous learning. Fairness refers to the intentional efforts of a teacher to act justly and impartially to establish a positive learning experience for each student. Accomplished teachers understand their obligation to provide curriculum, instruction,</p>	

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assessment, and a learning environment conducive to the success of all students. For example, accomplished teachers recognize that some groups have historically been excluded from science. Accomplished teachers make every effort to help students from underrepresented groups actualize their potential in the science classroom and in science-related careers. Accomplished teachers may recruit students from underrepresented groups to enroll in advanced-level science courses or gifted programs.

Accomplished science teachers model ethical behavior in every aspect of their teaching. They behave with responsibility and integrity with regard to all professional interactions. They demonstrate their ethical behavior by providing a fair and equitable science education for all students. Through their actions, they respect and value all students. Accomplished teachers demonstrate intellectual ethics in any research they conduct and in any materials they publish; show respect and honesty in regard to colleagues, administrators, and community stakeholders; and uphold a high standard of ethics in all professional responsibilities.

Valuing Diversity

Accomplished science teachers value the diversity of their students, of all those who have contributed to scientific knowledge, and of the world at large. By honoring and valuing diversity, accomplished teachers model respect for all individuals and groups. Teachers believe that both differences and commonalities among students are sources of strength for the learning community, and they express this belief to their students. Through their relationships with students, teachers address the issue of diversity by creating an environment where students are known, understood, and embraced for who they are.

Accomplished science teachers believe fervently that diversity enriches the learning environment by providing varied contexts for understanding science. Teachers value the background knowledge, culture, experiences, history, and identity students bring to the classroom, and teachers leverage these personal resources to improve science learning. For example, in a unit on health issues, an accomplished teacher might discuss the traditional uses of medicinal plants in order to demonstrate the scientific practices of a particular culture and connect those understandings to current health issues in the community.

Accomplished science teachers inform themselves about how the specific backgrounds of their students can impact students' science learning and their education in general. Teachers' actions range from being thoughtful about conditions and neighborhoods in their own community to actively researching the home countries of students who are recent immigrants and learning about relevant issues, beliefs, and world views in those countries. For example, teachers might learn how views on gender roles, authority, and home and academic responsibilities affect science learning. (See Standard I—Understanding Students and Standard III—Curriculum and Instruction.)

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Accomplished science teachers believe that valuing diversity involves recognizing and respecting differences. These teachers realize that their first impressions of their students may be inaccurate and are inevitably incomplete; teachers make the effort to uncover relevant characteristics that make their students unique. Accomplished teachers recognize that their own cultural connections inform their teaching just as students' connections inform their learning. Teachers make a space for students to feel included by creating an atmosphere of trust and mutual respect. (See Standard I—Understanding Students and Standard V—Learning Environment.)

Accomplished science teachers recognize that diversity exists in every classroom because each student has unique background characteristics, strengths, and needs. Accomplished teachers proactively learn about the characteristics that differentiate their students, including exceptional needs. However, teachers also see each student as an integral part of the classroom and believe that it is the teacher's job to create a fully inclusive and productive team. To achieve this goal, accomplished teachers are tireless in pursuing the productive contribution of every student. For example, a teacher who has students with a wide range of science knowledge and skills could tap into varying strengths to support all students' success in completion of a scientific investigation.

Accomplished science teachers make efforts to support diversity beyond the confines of their classrooms. They respect the diversity of their colleagues and coworkers. They value the work, ideas, and opinions of the other adults involved in the education of their students. They advocate in their communities for equitable practices based on diversity principles. They advocate for the representation of diverse communities in committees, student clubs, and organizations and for diversity in educational materials.

Promoting Fairness and Equity in the Science Classroom

Accomplished science teachers embody the belief that every child can succeed in science. They do not make assumptions that certain individuals or groups will fail. Accomplished teachers are unwavering in helping all students meet learning goals. Teachers set appropriate expectations and develop needed interventions based on a detailed knowledge of their students.

In order to promote fairness, accomplished science teachers involve students in the classroom decisions that most directly affect their learning. Teachers understand that allowing students to have a voice in their education is a powerful strategy for enhancing student engagement. Teachers create an equitable environment where all students make valuable contributions to the classroom, and where teachers and students co-navigate the learning process. (See Standard III—Curriculum and Instruction and Standard V—Learning Environment.)

By making explicit their respect for every student in the classroom, accomplished science teachers encourage their students to behave respectfully toward others. Accomplished teachers create a classroom environment that encourages and accepts

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the diverse perspectives that all students bring to the classroom, including students whose opinions dissent from those of their classmates. Teachers encourage students to engage in productive discourse about the diverse claims that various individuals make from the same evidence. (See Standard II—Knowledge of Science and Standard V—Learning Environment.)

Accomplished science teachers advocate for the learning needs of all students, including those with exceptionalities—whether identified or unidentified. For example, if a teacher has a student who has not been identified with a learning disability but has difficulty organizing science content in meaningful ways, the teacher—working in collaboration with colleagues—might show the student several organizing strategies for mapping connections among scientific concepts. Alternatively, if an accomplished teacher suspects that a given student has been misidentified as having exceptionalities, the teacher would advocate for a reevaluation.

Ethics in Science Teaching and Learning

Accomplished science teachers teach with competence, act with integrity, treat all students with dignity and respect, provide professional support for colleagues and communities, comply with relevant laws and regulations, and advocate for improvements in their school and profession when it is appropriate to do so. Teachers conduct relationships with students, families, and colleagues in a professional manner that elevates the regard for teaching and increases respect for the field of science.

Accomplished science teachers do what is best for their students' learning. They recognize the magnitude of their responsibility, knowing that all of their actions have the potential to impact their students. Teachers believe that they can make significant, positive contributions to students' lives, and they do everything in their power to avoid causing any harm. For example, accomplished teachers always refer to their students in positive ways, whether in the classroom or in the faculty room.

Accomplished science teachers realize that when teaching about ethical dilemmas in science, they need to be aware of the complex contexts in which students view these dilemmas. Accomplished teachers recognize that when discussing controversial science issues, such as climate change or air quality, it is their responsibility to keep their teaching deeply rooted in science content knowledge, the nature of science, and science as a way of knowing. Teachers are careful not to allude to their own bias or beliefs when teaching about controversial issues.

Accomplished science teachers ensure that students behave in an ethical manner in regard to science learning. They teach students to report research results accurately; to obtain permission and give all necessary citations when utilizing data from other researchers; not to cheat on assessments; to treat all living organisms in the classroom or encountered in the field in a humane, legal, and ethical way; to obtain necessary permission for research on human beings and other living organisms; and

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to observe safety and confidentiality when collecting data from human subjects.

Reflective Practices

Accomplished science teachers reflect on whether they are teaching in a way that is responsive to the strengths and needs of their students; they realize students bring to the classroom a variety of exceptionalities and diverse cultural, ethnic, and linguistic backgrounds. Accomplished teachers reflect on whether they are reaching out to students and families in ways that ensure they all feel welcome and supported in an inclusive setting. Teachers make sure that their science classroom reflects the value of diversity in productive ways that engage students and demonstrate respect.

Accomplished teachers are especially deliberate and thoughtful in reflecting on their students' backgrounds and abilities. They reflect on what they know about their students as learners, how they know it, and how they can apply this knowledge to improve instruction. If, through the process of reflection, teachers determine that there are significant gaps in their knowledge of their students' backgrounds that adversely affect science learning, teachers reflect on how they can remedy this lack. For example, if a teacher has a student with an exceptional need, the teacher may talk with other professionals, read articles, or seek out professional learning opportunities in order to learn more about the exceptionality and how to support and encourage students who bring that need to the classroom.

Accomplished science teachers continually reflect on their classroom practice in order to ensure that they are educating all students fairly and equitably. To aid in this endeavor, teachers avail themselves of many sources of relevant information. They may watch videos of classroom interactions, analyze assessment data, invite colleagues to observe their classrooms, and interview students. Teachers look for patterns that may indicate inequity, such as disproportionate rates of success or failure among certain groups of students or a consistent lack of engagement on the part of some individuals. If inequities are identified, teachers look for ways to ameliorate these situations. Accomplished science teachers scrupulously seek to uncover their biases and any other factors that may somehow undermine students' achievement in science. Accomplished teachers make every effort to prevent their personal biases from impacting their interactions with students.

Accomplished science teachers realize that ethical considerations are inherently complex; often there is no obvious best solution, and even careful decisions may have unforeseen consequences. Accomplished teachers reflect on their professional decisions, pondering whether they acted ethically and in the best interests of their students. Accomplished teachers solicit information from parents, students, and other school professionals, weighing all the available information in an attempt to provide a fair and equitable learning experience for all students. Accomplished teachers make sure their instructional practices conform to the highest ethical standards and acknowledge that judgments may need to be reconsidered over time as situations evolve and new information becomes available.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit

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SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Diversity	
OVERVIEW: Accomplished social studies–history teachers consider diversity a fundamental and deliberate component of excellent teaching. Teachers recognize the importance of student diversity, equity in instruction, and pluralism in the curriculum.	
<p>Introduction</p> <p>Accomplished social studies–history teachers know that diversity is a fundamental and deliberate component of educational practices and that the social studies classroom lends itself to exploring, addressing, and debating topics related to cultural pluralism. They recognize that diversity means more than demographic representation of students in the classroom. Teachers recognize the divergence of opinion, student needs, and teachers’ own biases as central considerations that inform content and curricular choices. They incorporate diverse perspectives and experiences in the curriculum and use instructional strategies that aid in achieving equity among students. Teachers also acknowledge that students bring diverse perspectives and experiences to the classroom, and teachers find approaches that maximize students’ contributions and thereby enrich the classroom as a whole. Teachers create inclusive classrooms where differences are respected and similarities are acknowledged.</p> <p>Student Diversity</p> <p>Accomplished teachers recognize many forms of student diversity, which may include language background; culture; ethnicity; gender; sexual orientation; socioeconomic status; religious affiliation; political ideology; social, physical, and cognitive strengths; literacy and numeracy experiences; patterns of communication; regional and national origins; background knowledge; and academic achievement. For instance, teachers know students may have different ideas about sharing personal experiences; communicating interpersonally, contacting others physically, building trust, collaborating in groups, recognizing punctuality, accepting assistance willingly, and making independent decisions. Students may also have varying ideas about discipline and control. For example, coming from a country where lectures and note taking are the norm and where the teacher is seen as the ultimate authority, some immigrant students may struggle when asked to participate in cooperative learning involving partner or peer review. Teachers will respectfully acknowledge a student’s hesitation but explain the rationale behind teaching strategies. They may adapt their approaches</p>	

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to interaction, communication, or instruction so that all students are able to access content.

Accomplished teachers know students read and write at varying levels and use different patterns of communication. They know that students' understandings of and contributions to the formal curriculum vary, and that students have different degrees of access to the curriculum related to economic, geographic, political, and historical patterns. For example, a student interested in a world sport such as soccer may bring knowledge about countries from around the world. Teachers tap into this interest so that it serves as an entry point to geography or world history.

Accomplished teachers know some students may have strong beliefs about the nature of family structures, political decision making, human evolution, historical developments, knowledge, gender expectations, and the role of disagreement in public. Knowing that students may resist learning about alternative perspectives or cultural patterns related to these issues, teachers provide structures necessary to facilitate exploration of other viewpoints while honoring students' convictions.

Accomplished teachers know students may be interested in particular aspects of history or geography that they perceive as particularly relevant to their own identities. Teachers capitalize on students' differing interests and backgrounds to motivate and engage them in the study of social studies–history. For example, teachers may have students work in self-selected groups to investigate world religions, world civilizations, or geographic regions with which they most identify. Similarly, in studying a topic such as World War I, students may be given the option of writing from the perspective of a supporter of the Allied Powers, a soldier in the Ottoman Empire, or a woman on the home front who is opposed to war. In studying struggles for expanded civil rights in U.S. history, students may work individually or in groups to examine the experiences of women, immigrants, African Americans, gays and lesbians, and other groups. In each case, teachers also encourage students to investigate and to compare experiences and perspectives of groups with whom they are less familiar.

Equity in Instruction

Accomplished teachers recognize that students may have different levels of access to resources, such as current technologies, printed materials in the home, and opportunities to travel to locations such as libraries. Teachers look for ways to provide time, space, and access to tools that students need for success. When options are limited, teachers identify ways to assess students' learning using alternative methods instead of penalizing them for not completing a given task. Teachers advocate for students who lack academic support and may communicate with their families to suggest ways to assist their children academically. Teachers find ways to maintain academic rigor while recognizing the realities of many students' lives. For example, the families of some students depend on them to assist with bills and domestic responsibilities, and these expectations may challenge students' ability to complete homework, participate in extra-curricular activities, or attend school consistently. To

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address this need, teachers might provide extended time to complete assignments, flexibility in meeting times, and alternative forms of assessment such as portfolios.

Accomplished teachers accommodate students by differentiating instruction and assessment to facilitate students' abilities to reach learning goals in the social studies–history classroom. (See Standard IV—Instruction.) Teachers employ a range of strategies to recognize students' diversity, to create a learning environment in which all students feel valued and affirmed, and to provide opportunities for students to achieve equitable outcomes. Teachers are aware of the expectations they have, for example, for females and males or for English language learners and native English speakers. Teachers expect full participation from all students and model democratic principles. Classrooms are organized in ways that provide all students access to information and allow them to speak and to be heard. Teachers employ strategies, such as Socratic seminars and silent debates, so that all students can participate in discussions.

By establishing a safe environment, accomplished teachers respect and encourage dissenting viewpoints. In a diverse classroom, teachers are an authority, but are not an authoritarian, and students feel comfortable exploring multiple perspectives. Teachers guide students, providing tools and encouragement, in dissecting complicated issues in history and current society.

Accomplished teachers allow students to express themselves through a variety of dialects and in a variety of oral, written, and visual formats. However, teachers also model academic language, and they teach students when particular types of expression are more appropriate than others.

Accomplished teachers have high expectations for all learners but acknowledge that the entry point and path to success may differ for each student. They teach to students' strengths, incorporate students' backgrounds and experiences, and use a variety of strategies to meet a wide range of student needs. Teachers choose texts that draw from a range of perspectives and represent an array of experiences. They are aware of potential biases found in textbooks and are able to create lessons that counter such biases. For example, in some history texts, women and ethnic minorities may be missing altogether, or their roles and contributions may be marginalized. Teachers with knowledge of such omissions are able to compensate for these biases and create a more realistic, balanced picture of the past. They lead students through texts and show how to examine omissions, biases, and multiple perspectives.

Accomplished teachers are aware of subtle messages exhibited in body language, facial expressions, and responses or non-responses by students during discussions. In some cultures, for example, it is considered rude for a young person to look an adult in the eyes when addressing them. Aware of this, teachers recognize that such behavior is not evasive.

Pluralism in the Curriculum

Accomplished teachers highlight diversity and pluralism in all areas of curriculum. They adapt or create curriculum to recognize the pluralistic nature of societies, past and present. Teachers are thoughtful in selecting topics of study that make the diverse nature of societies clear. For example, they expand attention devoted to African Americans beyond slavery, civil rights, and the Harlem Renaissance to include African American involvement in westward expansion, the labor movement, scientific and technological developments, and other topics. Similarly, teachers avoid portraying historical civilizations or contemporary world regions as possessing monolithic cultures or patterns of social organization. They consistently engage students in investigating perspectives and experiences, for example, between men and women; among members of differing religions, economic backgrounds, abilities, and adherents to various social or political ideologies; and within and among generations.

Accomplished teachers provide opportunities for students to examine how topics can be approached in different ways; how disciplines have been constructed historically; and how conceptual categories are gendered or racialized, such as how race is socially constructed. Teachers recognize how choices of topics, or approaches within topics, are often influenced by personal preference, familiarity, and experience. They facilitate students' explorations of how contemporary societal categories and expectations have been developed historically and vary cross-culturally, rather than portraying racial categories, gender expectations, or patterns of segregation and interaction as timeless and unproblematic. The offspring of many recent African or Caribbean immigrants, for instance, although "black" as part of a social category, may carry assumptions and expectations about U.S. society that differ substantially from those "black" people who have been in the United States for several generations. Teachers might also lead students to explore the varied ethnicities and cultures that are encompassed by terms, such as "Latino," "Asian," and "Native American."

Accomplished teachers facilitate students' examination of the nature of diversity, including diversity within diversity. Teachers help students understand the different attributes that might reside in a single individual and that individuals have overlapping identities and experiences. Teachers understand that as a nation, the United States represents a single fabric with many strands that cannot be isolated into single categories. Members of U.S. society overlap in many ways among complex layers of religion, ethnicity, class, sexuality, and political beliefs. Teachers also create opportunities for students to compare differing perceptions and expectations related to diversity within and across cultures, such as the varied meanings of the hijab and other forms of religious expression; the variety of ways in which diverse sexualities are both expressed and suppressed; the unevenness of racial boundaries and their fluidity in different societies; or the development of formal and informal communication.

In order to analyze fairness, equity, stereotype, and prejudice within social

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studies–history, accomplished teachers study what equity means within each subject area. For example, within economics and geography teachers might have students analyze spatial patterns of differential pay for women and men or differing levels of educational attainment and salary by ethnicity and region. In government, students could discuss different levels of political participation, both voluntary and involuntary; percentage of men and women in government; proportion of minorities and poor people in jail; and tradeoffs between individual- and group-based political rights. (See Standard III—Content.)	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Social Studies-History Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SSH.pdf>

WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD V: Fair and Equitable Learning Environment	
OVERVIEW: Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.	
<p>Effective language classrooms are lively, vital, and exciting places where meaningful communication in target languages occurs and where students take responsibility for their learning. Accomplished teachers of world languages create classrooms in which all students take pride in their growing language proficiency and in their increasingly adventurous explorations of new languages. Teachers exhibit a contagious enthusiasm in their teaching. They establish stimulating, relevant, and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Illuminating the practice of accomplished teachers is their concern for their students as individuals, which is a function of their understanding of the needs of the class as a whole. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, they engage students constructively in sustained activity in which students express their active, spirited involvement in and appreciation for language learning.</p> <p>Valuing Diversity to Ensure Equity and Fairness</p> <p>Accomplished teachers of world languages know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process provide powerful exemplars for young people. Therefore, they conscientiously model the kind of behavior they expect from their students. Teachers learn as much as possible about the backgrounds of their students and use this information to create inclusive learning environments. They understand and value their students as individuals by learning such information as each student's cultural, racial, linguistic, and ethnic heritage; religious affiliation; sexual orientation; family setting; socioeconomic status; exceptional learning needs; prior learning experiences; and personal interests, needs, and goals. Accomplished teachers are particularly sensitive to cultural, family, and personal distinctions and promote respect for others by honoring and respecting the differences among students.</p> <p>Teachers foster positive classroom climates that arise from mutual respect among all learners. Fairness and respect for individuals are key to their instructional practice. By valuing all members of the learning community, teachers model and promote their expectation that their students will treat one another equitably and with</p>	

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dignity. Accomplished teachers show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers allocate resources fairly, including one-on-one attention. At the same time they recognize that students' needs differ dramatically and that the most equitable distribution is not necessarily the most equal one. Aware of biases that result from assessment practices that limit opportunities for students to express their understanding, teachers determine that their assessments of student progress are fair; teachers avoid biases by providing a variety of assessments that allow a range of response modes. Using their awareness of students' backgrounds, accomplished teachers are mindful of and recognize possible misinterpretations of students' responses and actions. Teachers are alert to the ramifications of their own philosophical, cultural, and experiential biases and take these into account when teaching students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers thoughtfully examine such differences and treat students fairly. Teachers retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing the same high-quality curriculum. Accomplished educators of world languages respect the dignity and worth of each student in a manner appropriate to an equitable, multicultural society, and they include each one in the learning community as an important individual and active contributor.

Teachers seek opportunities to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Through their choice of varied structures for activities— such as whole-class, group, and individual—and of texts for study, teachers show their commitment to engaging all students in learning about themselves and others. Teachers develop and use materials and lessons that reflect the diversity of their learners, as well as the multicultural aspect of language itself. For example, in the teaching of Portuguese, accomplished teachers might analyze with their students the diversity of cultures and peoples among the Portuguese-speaking populations of Angola, Brazil, and Portugal.

Teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. As an integral part of language instruction, teachers provide appropriate cross-cultural activities. Teachers, for example, might lead discussions in the target language that explain the quinceañera celebration in Mexico for 15-year-old girls or the "adult day" for 20-year-olds in Japan. Teachers help to increase students' understanding of the diverse nature of their own and other countries and encourage students to respect and appreciate the products, practices, and perspectives of other cultures and ethnic groups. In such a way, teachers highlight the diversity as well as the commonalities among their learners and build on a source of strength and dynamism for the learning community. However, teachers also are sensitive to the student who is the only member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide

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opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. A teacher might arrange service-learning opportunities in cooperation with a local heritage community organization, such as a recreation center for elderly immigrants from Russia or Francophone Africa. Through such opportunities to share experiences and cultural perspectives, students develop cultural sensitivity and acquire a deeper understanding of their own and other cultures.

Creating Safe and Supportive Environments Conducive to Language Learning

Accomplished teachers establish classroom cultures of trust and mutual respect that support and encourage students to take risks. Students in such classrooms feel optimistic that they can meet challenges with success; they want to proceed and are eager to learn. These students learn by trying out language and by using language creatively to serve communicative needs. Accomplished educators in world languages bring to their practice a vision of excellence and methods for achieving it. As experts in language teaching and experienced observers of students, teachers know when to praise and when to push; they know when to challenge and when to ease demands; they understand when to cajole and when to correct. Teachers know the right questions to ask and comments to make that show concern and care for their students and create nurturing and motivating learning environments. They also know how to pose open-ended questions that challenge students to respond at complex levels and motivate them to use language in increasingly creative and meaningful ways. Teachers readily celebrate students' accomplishments, communicating to all students a vision for their success that students might not have for themselves.

Teachers set the highest goals for all students at all developmental levels and communicate these high expectations to their students, confident that students will meet them when goals are set appropriately and conditions for learning foster significant achievement. Accomplished teachers take advantage of the initial excitement, inquisitiveness, and wonder of new language learners and develop strategies, materials, and opportunities to maintain this enthusiasm throughout the language-learning experience. When students enter the classroom with low expectations for their own language learning, teachers offer them numerous opportunities to demonstrate their expertise, motivating students toward increased proficiency. Teachers understand that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as life-long participation in language learning.

Teachers know that language learning is not a passive process; students must participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students use the target language in a variety of interactive tasks. Teachers incorporate cooperative learning experiences effectively, planning student-to-student or small-group activities in which students have the need and the motivation to communicate with each other in order to negotiate meaning in an authentic manner. These activities may involve partner practice, role play, debates,

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<p>interviews, structured writing, peer editing, and technology-based activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications and presentations.</p> <p>Accomplished teachers use the physical settings of their classrooms as effective tools of instruction. In classrooms dedicated to the teaching of world languages, the physical arrangement of space, equipment, and furniture as well as appropriate props, posters, photographs, artifacts, and visuals—including many created by students, either by hand or with technology—both pique and respect students' interests and promote their involvement in dynamic language learning. By carefully selecting equipment, artifacts, and realia, teachers who must teach in a variety of classrooms create transportable and purposeful language-learning environments.</p> <p>Teachers effectively manage resources, including instructional time. They establish orderly and workable learning routines that maximize student time on task. Students know what is expected of them and feel confident and willing to participate. Accomplished educators know when to extend time devoted to an activity and, just as important, when to curtail or stop an activity. To help maintain task-oriented environments, teachers clearly communicate what students are to do; teachers provide purposeful and focused explanations and demonstrations during instruction. Teachers know when and how to employ instructional cues clearly and accurately to elicit student responses and guide learners toward self-direction, deeper learning, and optimal development of their competency. In attempting new instructional strategies, teachers themselves take risks to stretch their abilities to teach. They thus model for their students a willingness to take chances and learn from experience.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the World Languages Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-WL.pdf>

RESOURCES

**Professional Learning Community Conversation Frameworks
Facilitator's Guide to Exploring Accomplished Practice**



Topic 1: Identifying Individual Differences

Brief Description: Teachers will identify gaps in student interest, experience and ability that challenge student learning and then identify strategies to bridge those gaps.

All teachers are aware that they often have students who do not possess the necessary interest in the subject, abilities (ex: reading, writing, listening, speaking) or experience to easily succeed. Most, though, have also had the experience of seeing a student with significant gaps in one or more of these areas, succeed in what seems like an ‘against all odds’ situation. What is it that gives those students the resilience to overcome their shortfalls and succeed? Can we, as a PLC, identify some of those factors that might have helped and re-create them?

Before Conversation:

- Describe the attributes of a student who will most likely be successful in your class in terms of:
 - Interest in subject
 - Necessary abilities (ex: reading, writing, speaking, listening etc)
 - Necessary experience
- Identify a student from the past who lacked one or more of these pre-requisite attributes but was successful despite that (those) gaps

Process:

<i>Steps and Time</i>	<i>Notes, suggestions, materials, etc.</i>
Explain what you ‘knew’ about the student with the ‘gaps’ and how you knew it (did you use a particular strategy? (Survey, listening, building a relationship, discussion with parent, guidance, adm, other teacher, et)	
Brainstorm and discuss (partner or whole group; 5 minute limit per person) - why do you think this student was successful despite the ‘gaps’ (was there something you did? Was there something another adult did (parent, guidance, teacher)? Was there something the student did? (Discuss in PLC and make a list of those factors that seem to have helped students be resilient)	

Choose a student who is not successful on your current roster and identify student strengths and weaknesses -or- choose a student 'profile' that would represent a student who might struggle

Choose a (some) strategies you might use to determine the 'gaps' related to that student

Step 5: Make an action plan that could bridge the gap

Write your hypothesis:

(_____ is not
successful in my class. He/she has gaps in _____.
To bridge these gaps and help ensure resilience, I will _____
(try to recreate the factors that PLC has identified as helping students be resilient in spite of
deficiencies in the past). I will know if this is successful if _____
_____.



Professional Learning Community

Topic 4: Creating Equity and Taking Risks

Brief Description: Participants will discuss how to create an equitable environment of respect and rapport where students are comfortable taking risks.

Accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention. Educators recognize their own biases and make certain that any preconceptions based on real or perceived ability difference do not distort their relationships with students. Accomplished teachers maintain an open mind and a balanced perspective on their students. This does not mean that teachers treat all students alike. Rather, teachers respond to differences among students, being careful to counter potential inequities and avoid favoritism. They are devoted to supporting the development of character and preparing students for a successful future. To facilitate growth, educators recognize that failure is a natural part of the learning process; they show students how to cope with it and create an environment in which learners are comfortable taking risks.

What Teachers Should Know and Be Able to Do, pg. 15

What do you do already? What are some strategies you use to create a safe environment for students to take risks?

What do others in your PLC do?



What are some things the teacher in the video has done to create an environment in which students are willing to take risks?

What is one strategy you have heard about today that you would like to implement to foster student risk taking in your classroom?**Action Plan**

Strategy:

How will you use it?

When will you implement it?

Share implementation ideas/action plans and get feedback

Extension: Explore further reading, such as [20 Tips for Creating a Safe Learning Environment](#)

<https://atlas.nbpts.org/cases/207/>

LRLA EMC #207

Instructional Context

There are 17 students in my first grade class ages 6-8. The relevant characteristics of my class that influenced my instructional strategies are that I teach a very diverse class with 8 Caucasian students, 4 Hispanic students, 4 black students and 1 of mixed races. They range in ability from my highest reader with the ability to read 3rd grade content and my lowest student, a non-reader who is still mastering kindergarten phonics skills. I serve two English Speakers of other Languages (ESOL) students, one who speaks a rare Spanish dialect and the other who speaks Haitian Creole. The classroom has a great dynamic and the personalities of the students really mesh well. There is a strong sense of classroom family and the students take care of each other and respect each other's strengths and weaknesses.

The relevant characteristics of the students with exceptional needs and abilities that influenced my planning for this period of instruction is that my classroom is an inclusion classroom; there is a combination of general education students as well as students with special needs. I have one student with Autism who has twice a week occupational therapy in the classroom during writing and also who is pulled out twice a week to work with the speech pathologist. I have another student who has an Individualized Education Plan (IEP) for Emotionally Handicapped. He also has ADD and a stutter and I meet with the speech pathologist on helping him keep control in class. I have another student who is labeled "Intellectually Disabled" and functions severely below grade level.

<https://pharmacy.unc.edu/files/2015/06/Appendix-B-Discussion-Protocols.pdf>

<https://www.cultofpedagogy.com/speaking-listening-techniques/>

INVENTORY SHEET: TECHNOLOGY USE IN THE CLASSROOM

1. Do you use technology in your classroom? ___ YES ___ NO

2. How comfortable are you with integrating technology in your classroom?

3. Please **check all** of the technologies that you use with your students?

- ___ Word processors
- ___ Integrated Learning Systems (e.g., Jostens, FASSTMath, Odessey, Writing to Read, etc.)
- ___ Spreadsheets
- ___ Games (tutorials and basic skills development)
- ___ iPod
- ___ iPad
- ___ Podcasts
- ___ Skype
- ___ Clickers
- ___ Special Applications for Reading, Math, etc. (e.g. Accelerated Reader)
- ___ Electronic Mail
- ___ Google Classroom/OneNote Classroom
- ___ WorldWideWeb / Internet
- ___ Presentation Software (e.g., PowerPoint)
- ___ Graphing Calculators
- ___ Probes for data acquisition (temperature, mass, etc.)
- ___ Other, please list.

4. My students use technology primarily in the following setting (**choose one**):

- ___ Singular – by themselves
- ___ Whole class
- ___ Small Group
- ___ All of the Above
- ___ None of the Above
- ___ Other/Comment _____

5. The following questions deal with your own use of technology. Please check all of the statements with which you agree.

- ___ I use technology applications such as word processors and spreadsheets to produce materials for use with my students.
- ___ I use on-line (WWW) resources to find materials relevant to my curriculum.
- ___ I use presentation software and hardware within my classroom.
- ___ I use e-mail to contact peers and experts both inside and outside of the district.
- ___ I use e-mail to communicate with parents and students.
- ___ I use technology to maintain student records (e.g. electronic gradebook, etc.).
- ___ I use technology to monitor student performance (e.g., electronic portfolios).

- I believe that I can recognize the ethical use of technology.
- I model the ethical use of technology with my students.
- My building technology coordinator has helped me implement the district technology standards.
- My building technology coordinator has assisted me in finding ways to integrate technology within my curriculum.
- District-level technology resource teachers have assisted me in implementing standards and integrating technology.

6. I use a variety of teaching strategies that incorporate technology use (**choose one**):

- Several times a day
- Daily
- Weekly
- Seldom
- Never

7. The learning activities I develop (**choose one**) requires students to use technology.

- Seldom
- Sometimes
- Frequently
- Always

8. Please estimate the percentage of your written communication (to all individuals in the course of your professional work) that takes place electronically:

- 100%
- 75%
- 50%
- 25%
- 0%

9. The administration in my school provides technology professional development.

- YES NO

10. Do you feel you receive ample and adequate training to use technology?

- YES NO

Learning Goals and Activities/Assignments Activity

“The starting place for all effective instruction is designing and communicating clear learning goals. If teachers aren’t sure of instructional goals, their instructional activities will not be focused, and unfocused instructional activities do not engender student learning.” Marzano (2009)

Learning Goals

A **learning goal** identifies what students **will learn** or **be able to do** as a result of instruction, separate from what they do to demonstrate the learning. Learning activities and assignments **help** students reach learning goals.

Directions: Consider the following statement from various content areas. Identify whether each statement is a learning goal (**LG**) or an activity/assignment (**A**).

Example: Students will produce a play dramatizing the problems created by the French and Indian War. ~ *Activity/Assignment – The cognitive or behavioral outcome is not clear. This is an example of the work students will do.*

An example of a learning goal: Students will produce a play dramatizing the problems created by the French and Indian War and how they contributed to the causes of the American Revolution.

LG or A

- ___ 1. Students will understand that the sun is the largest body in the solar system.
- ___ 2. Students will understand that the moon and earth rotate on their axis.
- ___ 3. Students will watch a video on the relationship between the earth and the moon.
- ___ 4. Students will practice solving several equations in cooperative groups.
- ___ 5. Students will be able to solve equations with one variable.
- ___ 6. Students will produce a book report on the book of their choice, including a table of contents, with proper pagination and format throughout.
- ___ 7. Students will understand how the Borgia family influenced the Renaissance.
- ___ 8. Students will write a paper describing the relationships among atoms and subatomic particles.
- ___ 9. Students will understand the defining characteristics of the barter system.
- ___ 10. Students will observe the teacher sounding and blending a word.

*** What are the differences between learning goals and activities/assignments?**



Reflection Activity

Directions: List 3 reasons why learning goals are important.



1.

2.

3.



Reflection Activity

Directions: List 3 reasons why learning goals are important.



1.

2.

3.



Reflection Activity

Directions: List 3 reasons why learning goals are important.



1.

2.

3.

TECHNOLOGY RESOURCES FOR THE CLASSROOM

Examples

Flipped Classrooms
Google Classroom - Google
OneNote Classroom – Office 365
Library of Congress Teacher resources
PowerPoint
Blogs in the classroom
Math websites
Khan Academy
Class webpage
Microsoft Word
Google Docs
MyGradeBook.com (Online grading systems)
PupilPath / Skedula
TeachingChannel.org
Podcasts
SmartBoard / Interactive white boards
iReady / Online Reading programs
Reading A to Z
ShareMyLesson.com
TeachersPayTeachers
Class Twitter account
Google Apps
Apple Apps
Chalk.com
Tablets / iPads
Desktops / Laptops
Teachertube
YouTube
Brainpop/BrainpopJr.
ClassDojo



0:00 / 15:01



☰ Commentary

☰ Background

☰ Instructional Materials

🔍 How to add notes on Commentary

LM ECYA #59

Instructional Context

I am the librarian of a public elementary school, grades kindergarten through eighth. I also provide services to our Headstart Program, which is located off site. The class involved with this unit on fractured fairy tales is a fifth grade class of 19 students aged 9-10. The cultural make up of this class includes five African American females, six African American males, two American Indian females, two White females, two White males, and one female classified as "Other." I find this group to be sharp, inquisitive, and interested in learning new things. The students' reading abilities are listed on target level for 5th grade, except for one; (E) has tested two grades below level, and is set for strategic intervention. I thought it odd that there was virtually no difference in reading levels for the class, so I checked the scores from the previous school year. They were very different, so I checked the reading scores with the teacher. I found that 5th grade teachers instruct at 5th grade level, and this is reported on the school district network. However, the students do take individualized reading tests. These scores put the majority of them far above 5th grade level, one even testing at an 11th grade reading level. Researching a bit more into the students' backgrounds, I discovered that the E does not have an Individualized Education Program (IEP). He and another young lady (L) have Section 504 plans. Section 504 is a part of the Rehabilitation Act of 1973, a civil rights law that prohibits discrimination based upon disability. E has language-based dyslexia: problems with age-appropriate reading, spelling, and/or writing. He also has a history of glaucoma, giving him reduced vision in his right eye. E's accommodations include additional written and verbal instructions, demonstration, and verbal prompts. He also is allowed to use lower grade texts.

L's diagnosis is Attention Deficit Hyperactivity Disorder (ADHD). Her accommodations include weekly written status reports, pop questions to ascertain if she is on task, daily checks of homework planner, and extended time for classroom assignments. She has no problem with reading, testing independently at 5th grade, so with some redirection, L should be able to carry out the tasks requested of her. There is a student (N) in the room who does have an IEP. His accommodations include use of graphic organizers, simplified directions, modeling, visual prompts, and flow charts for composing ideas. This mix of abilities meant that I had to create a unit on fractured fairy tales that would engage students with reading levels ranging from 6th to 11th grade levels, while not leaving the lower level students behind. Thus to meet the needs of N, E, and L, and to keep the interests of the others, I added more modeling, separated the graphic organizer into two, and chose audio-visuales for the unit that would add higher interest. I selected a range in reading levels of the Fairy Tales (we have an extensive collection in this area), including several on 2nd and 3rd grade level, offering each student group the chance to pick appropriate stories. Students were allowed to choose partners. I knew that this would probably leave the two lowest performing students together, but that works out for choosing the right reading level fairy tale for them both. I would also be able to spend more time directing the two boys without embarrassment to them.

The lesson takes place in the classroom area of our library, a key section of which is our E Street collection. I tell the students that E stands for everybody because everybody loves the picture books found here. This allows students who are below grade level to freely choose books from this section if appropriate. N and E choose books here without stigma attached. The library pan video shows the stuffed characters on the windowsills. I use the characters when reading the companion story to a whole group of active listeners. Students from all levels enjoy picking a reading buddy for the day for their free read sessions. Students share space at their tables with the buddies, or take them to the Library Imagination Station. In the library pan video you can see there are steps arranged in an amphitheater formation, with animal shaped cushions that can be used here or around the library for reading, and a stack of BackJacks (cushioned seats with backs) in the corner.

Commentary for Core Proposition 2, Lesson 9 (Second 30-minute segment with ATLAS Video 1256)

SC ECYA #1256

Instructional Context

Hunter, the student featured, is 14 years old and is in the 9th grade; several characteristics influenced my decision to work with Hunter. He has attention deficit hyperactivity disorder (ADHD), which affects his ability to stay focused in the classroom. As a result of this he is often a distraction in class, doing such things as talking with other students at inappropriate times and tapping his pencil loudly on his desk. He has poor study habits, often doesn't complete or turn in work, and is disorganized. He is in danger of failing all four of his classes. He's a capable student, has good attendance, no discipline issues, and wants to do well.

I was informed by Hunter's Freshman Success teacher that he wasn't doing well; he had missing/incomplete work in several classes. By meeting one-on-one with Hunter and consulting with his other teachers, I learned that he was in danger of failing his classes. Because of this I coordinated a meeting with stakeholders (administration, school nurse, 504 coordinator, teachers, dad, and myself) and Hunter. As a result of the meeting it was apparent that Hunter's ADHD was affecting his academic performance and high school transition. Since I had a good relationship with Hunter and his dad that began in 6th grade, he quickly obliged when I asked for his support in creating an intervention plan for Hunter.

Hunter lives with his dad, is the oldest, and has two younger brothers. Hunter's dad commutes 1.5 hours to work making for a long workweek. Most days Hunter comes home to a babysitter. Hunter's parents divorced about three years ago and dad recently remarried. Although Hunter is happy with his home life and visits his biological mother on the weekends, there is little emphasis placed on academics and structure; Hunter is a free spirit. Hunter admits that he spends little time at home completing schoolwork and spends most of his time playing outside with his younger brothers. Hunter currently has a 504 plan as a result of his ADHD.

Planning

I identified the following academic needs for Hunter: focusing skills, organizational skills, and academic success skills. Because I knew Hunter in middle school and knew his ADHD had affected his academic performance in the past, it prompted me to check in with him early in the school year. By speaking to his Freshman Success teacher I learned he was in danger of failing his classes. Subsequently, this was validated as I met with Hunter. By coordinating a meeting with stakeholders including Hunter, it was brought to my attention that he lacked focus, was disruptive in class, had missing work, and was disorganized, which encouraged me to begin an early intervention.

By printing Hunter's current report card and last year's EOG exam scores from our online administration system, I was able to compare his aptitudes with his current grades. For

example, I was able to help Hunter see the discrepancy with this current science grade "F" by discussing how well he did last year on his science EOG exam. Because of this he was able to see that his current science grade was a reflection of not completing/turning in his work. By having Hunter take a learning styles inventory prior to this session, I was able to use the results (auditory/tactile learner) to teach him related learning strategies which we put into his intervention plan.

Hunter's needs are related to his ADHD and skill development. Because I worked with him in middle school I was familiar with his needs. By collaborating with Hunter's physician as part of the 504 process, I was able to learn that his ADHD has a tremendous impact on his academic performance and skill level. By discussing his needs with the 504 coordinator we were able to re-evaluate Hunter's 504 plan to include the following accommodations: preferential seating, extended time and small group testing. These accommodations are significant because they addressed Hunter's needs related to his ADHD, which allows his teachers to support him at school. This influenced our counseling session as demonstrated by me talking to Hunter about taking his medicine daily and strategies to help him focus. To help Hunter at home, dad agreed to create a routine at home, since outside activity improves Hunter's focus, he is allowed to be outside for 45 minutes after school and then must do his homework. This is important because a consistent schedule improves Hunter's focus. This influenced the counseling session because I could then focus on how I could help Hunter at school such as by teaching him focusing skills.

“To ensure fairness, equity and access to everyone, the materials had to be organized and available for everyone's use, and the working space had to be functional and comfortable. Having a classroom where it is easy to adjust the setting to fit your teaching needs is a plus.”

ACTIVITY-ATLAS video: 6th grade art (Picasso) <i>The teacher provides opportunities for every student to contribute to the discussion ensuring equity and fairness.</i>	NOTES:
First Viewing Look for Equity	
Second Viewing Review the quote from the teacher's writing above, and where is the evidence to support?	

“To ensure fairness, equity and access to everyone, the materials had to be organized and available for everyone's use, and the working space had to be functional and comfortable. Having a classroom where it is easy to adjust the setting to fit your teaching needs is a plus. I was able set up four tables in the center, moving three completely out of the way. Students sat comfortably, six or seven to a table with their laptops in front of them. Books and magazines were in the center of every table and students shared all materials. As seen on the video, the document camera and projector sat perfectly in the middle. Everyone could see the projected images. Ensuring fairness, equity and access to all can also be seen on the video, as I attempted to facilitate the discussion so everyone would have a chance to talk about what they had learned. "Let's hear from someone other than Mr. Logan." I can be heard saying; and I thanked him for raising his hand again. I wanted everyone to feel confident and have a chance to offer his or her personal interpretation and evaluation of the artwork.”

Response:

How did reading the additional narrative explanation impact your thinking and viewing of the section?

Name: _____ Core Prop: _____

<p>What are some of the connections to the Core Proposition?</p>	<p>What are some of the strengths of this lesson?</p>
<p>What are some of the concerns about this lesson?</p>	<p>What is a suggestion to authors?</p>

Directions: Select an image that best describes your thinking about instructional goals. Be able to explain the metaphor to a partner or the group.



an implement in your classroom to improve your practice within this Core Proposition.

<p>NYS Teaching Standards (correlating Danielson Domain)</p>	<p>Core Proposition 3 Teachers are responsible for managing and monitoring student learning.</p>	<p>My National Board Ass</p>
<p>Standard 1 <i>Knowledge of Students and Student Learning</i></p> <p>Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Engages students in learning, by capturing their attention and immersing them in the learning process</p> <p>Uses assessment during instruction to monitor student progress</p> <p>Monitor student engagement and learning for signs misunderstandings or opportunities for enrichment</p> <p>Demonstrates flexibility and responsiveness based on student learning</p> <p>Ensures all students are treated equitably</p>	
<p>Standard 2 <i>Knowledge of Content and Instructional Planning</i></p> <p>Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Designs coherent Instruction, using rich, complex subject matter to promote student learning across developmental levels</p> <p>Designs student assessments to monitor progress of individual students, evaluate classes as learning collectives, and examine their instructional practices in relation to their students and their classes.</p>	
<p>Standard 3 <i>Instructional Practice</i></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p> <p><i>Danielson Domain 3)*</i></p>	<p>Established 2 way communication with students</p> <p>Supports student learning in varied settings and groups</p> <p>Engages students in learning, by capturing their attention and immersing them in the learning process</p> <p>Uses assessment during instruction to monitor student progress</p> <p>Demonstrates flexibility and responsiveness based on student learning</p>	
<p>Standard 4 <i>Learning Environment</i></p>	<p>Establishes a culture of learning, utilizing multiple methods to meet instructional goals</p>	

<p style="text-align: center;">Standard 6 Professional Responsibilities and Collaboration</p> <p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p> <p><i>Danielson Domain 4)*</i></p>	<p>Invite stakeholders and colleagues to the classroom to share experience and communicate expertise on specific topics</p> <p>Maintains high expectations for all students.</p> <p>Enlists a wide range of support -from students, teachers, and paraprofessionals to family and community members-to provide their students with instructional opportunities to augment learning.</p> <p>Assess learning experiences that they create or coordinate with the help of other educators, tracking student learning while evaluating the effectiveness of their instructional strategies.</p> <p>Work collaboratively with their students to plan and implement instruction</p>	
<p style="text-align: center;">Standard 7 Professional Growth</p> <p>Teachers set informed goals and strive for continuous professional growth.</p> <p><i>Danielson Domain 4)*</i></p>	<p>Instructional strategies are largely informed by their students and professional knowledge also guides their practice significantly.</p> <p>Examines pedagogical issues regularly and reflects on their practice so that they use classroom time constructively.</p> <p>Understands the full breadth of pedagogical options available to them, both traditional and innovative, to advance student learning.</p> <p>Search for new configurations that will prove effective, expand their repertoire, and keep students excited to learn.</p>	

Library Media Center
Fractured Fairy Tales Unit Lesson 3: Three Class Periods

Content Knowledge: This unit is designed to engage fifth grade students in the concept of fractured fairy tales, to connect reading to writing, and to share that knowledge with second grade students and parents through Readers Theater performances.

Rationale: Students will reinforce knowledge of story elements being taught in the classroom language arts curriculum, engage in literature through listening, reading, writing, and performing, and form a literary bond with the second grade students.

District Core Curriculum Standards for Language Arts:

- 1.3.1: Reading, Analyzing and Interpreting Literature
- 1.5.4: Types of Writing
- 1.6.5: Speaking and listening
- R5.B.1.1.1: Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction.
- R5.B.1.2.1: Identify, explain, interpret, compare, describe, and/or analyze connections between texts.

Information Literacy Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Instructional Goals Lesson 3:

Part I Goal: Students will understand that a story twist does not take place because of a culture change.

Part II Goal: Students will work in teams to fill in a Fairy Tale story map.

Part III Goal: Students teams will fill in a Fractured Fairy Tale story map.

Assessment:

Students will be assessed through the completed story maps.

Instructional Procedures:

Part I: Students will be assigned to work together in groups of two.

Students will be introduced to various versions of Cinderella through a booktalk.

Students will locate the country of the Cinderella versions on the floor map.

Students will learn that changing cultures does not fracture the fairy tale.

Part II: Student groups will select a fairy tale to recreate from a pool of books.

Librarian will model completing a story map of a classic fairy tale.

Students will create a story map of their fairy tale, adding a twist.

Part III: Librarian will model the creation of a fractured fairy tale using the story map.

Students will create a fractured fairy tale story map outlining a new and inventive story from the twist.

Lesson preview:

Students will create an electronic version of the group Fractured Fairy Tale in Comic Life software.

Resources/Materials:

Selection of Cinderella stories; selection of fairy tales; fairy tale map; fractured fairy tale map; SmartBoard and notebook software.

Fractured Fairy Tales

Notes from last class:

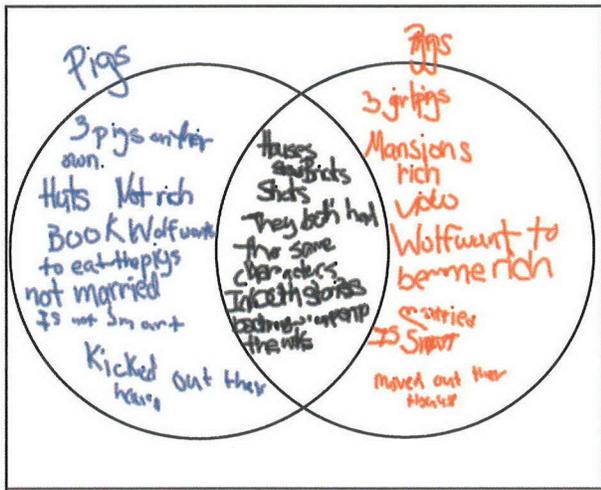
Elements of a fairy tale:

- Problem
- Solution (a happily ever after)
- Moral
- Involves magic
- Main Character
- Evil Character
- Often someone from royalty
- Sometimes a companion
- A tragedy can happen

Fairy tales named by class.

Current tales in the movies:

- Red Riding Hood - Horror
- Little Red Riding Hood
- Beastly - Love
- Beauty and the Beast
- Tangled - Comedy
- Rapunzel



Remember the Cinderella stories cross many cultures, but that does not mean the stories are fractured There must be that "Twist."

Our Cinderella stories come from
 England
 Mexico
 Korea
 Philippines
 China, Canada, and Ireland.

CLASSIC FAIRYTALE		TITLE: <u>Little Red Riding Hood</u>			
Story Map					
Characters	Setting	Rising Action (Events Leading to the Conflict)	Conflict/ Problem	Falling Action/ Solution (Events Resulting from the Conflict)	Moral/ Lesson
Little Red Wolf Grandma Mother Huntsman	Woods Grandma's House	Wolf distracts Red & H Red give the wolf to to Man sent her to B. Killed & ate grandma	Red comes & meets the wolf. EATS	Huntsman saves	Don't talk to strangers Stay on the track Don't give out personal info Listen to elders
TWIST: <u>Red in the Hood Boy</u>					
Group Members:					

FRACTURED FAIRYTALE		TITLE: <u>Red in the Hood</u>			
Story Map					
Characters	Setting	Rising Action (Events Leading to the Conflict)	Conflict/ Problem	Falling Action/ Solution (Events Resulting from the Conflict)	Moral/ Lesson
Red Wolfberry Mother Librarian Huntsman	House Neighborhood School	Got to school & return the book Wolfberry Little Red Library	Houses - Red - Book	Tress - Picks up book Saves Book + Red Librarian	Don't let talk to strangers Listen to Parents Be careful Strangers Don't talk to strangers
Group Members:					

FRACTURED FAIRY TALE TITLE

Story Map

Characters	Setting	Rising Action (Events Leading to the Conflict)	Conflict/ Problem	Falling Action/ Solution (Events Resulting from the Conflict)	Moral/ Lesson
Group Members:					

Book Resource List
For Fractured Fairy Tale Unit

Title	Author
Abadeha: the Philippine Cinderella	De La Paz, Myrna J.
Adelita: a Mexican Cinderella story	De Paola, Tomie.
Angkat: the Cambodian Cinderella	Coburn, Jewell Reinhart
Bony-legs	Cole, Joanna
Cendrillon: a Caribbean Cinderella	San Souci, Robert D.
Domitila: a Cinderella tale from the Mexican tradition	Coburn, Jewell Reinhart
Goldilocks and the Three Bears	Marshall, James
Hansel and Gretel	Lesser, Rika
Little Red Riding Hood	Hyman, Trina Schart
Mufaro's Beautiful Daughters: An African Tale	Steptoe, John
Prince Cinders	Cole, Babette
Rapunzel	Zelinsky, Paul O.
Rumpelstiltskin	Zelinsky, Paul O.
Stone Soup: an Old Tale	Brown, Marcia
The Boy Who Cried Wolf	Hennessy, B. G.
The Bremen-town Musicians	Plume, Ilse
The Chicken Little	Rader, Laura [text by Maureen Sullivan]
The Elves and the Shoemaker	Galdone, Paul.
The Empty Pot	Demi
The Enormous Carrot	Vagin, Vladimir Vasil'evich
The Gingerbread Man	Trussell-Cullen, Alan
The Golden Goose	Hillert, Margaret
The Irish Cinder Lad	Climo, Shirley
The Korean Cinderella	Climo, Shirley
The Little Red Hen	Pinkney, Jerry
The Rough-Face Girl	Martin, Rafe
The Three Little Pigs	Moser, Barry
The Tortoise and the Hare	Miles, Betty
The True Story of the Three Little Pigs,	Scieszka, Jon
Three Billy Goats Gruff	Page, Nick
Yeh-Shen: a Cinderella story from China	Louie, Ai-Ling

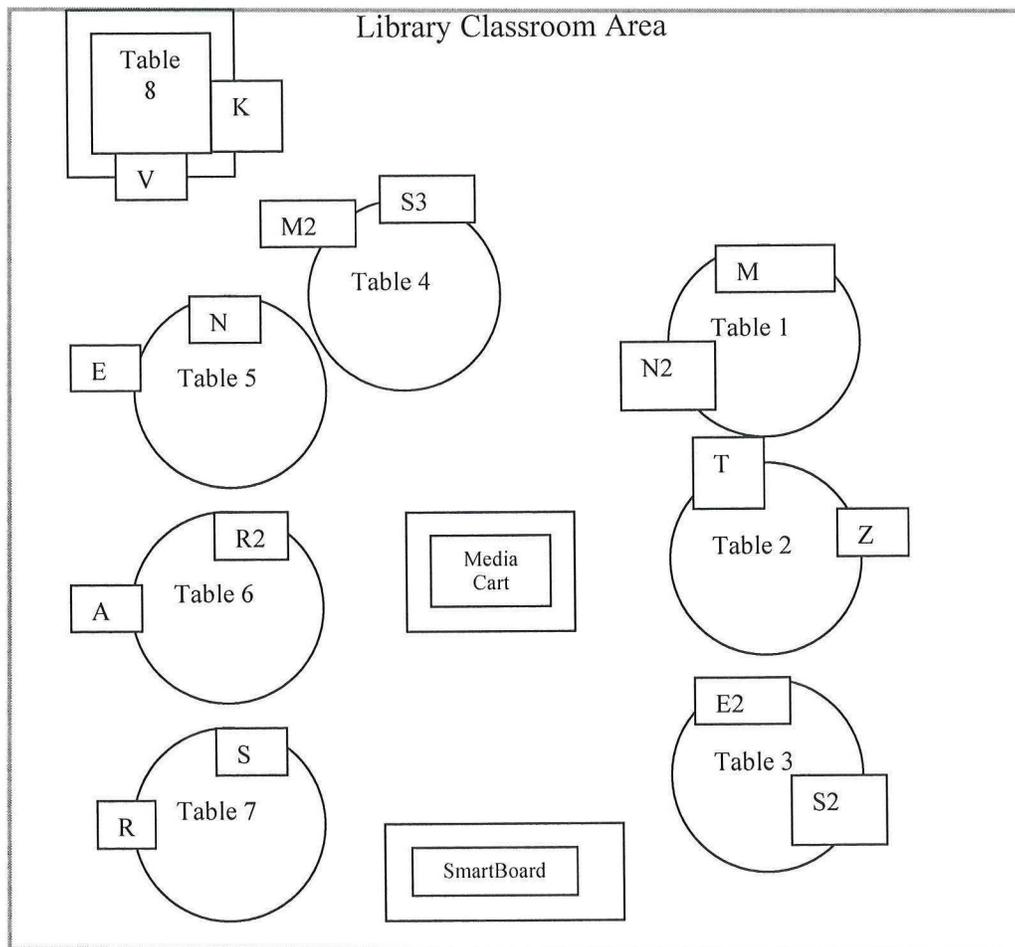
Entry 2

LIBRARY MEDIA CENTER LAYOUT FORM

(For Informational Purposes Only.)

Please make a sketch of the physical layout of the “classroom” (i.e., setting in which the instruction took place) as it appears in the video recording. This sketch will provide assessors with a context for the video since the camera cannot capture the whole instruction area at once.

It is helpful to assessors for you to identify where particular students are located in the room by using the same student identifiers that you refer to in your Written Commentary (e.g., “the girl in the green sweater”). The sketch will **not** be scored.



They [R and S] have come up with a twist that calls for father to play the role of the stepmother and for Hansel and Gretel to change places. I attempted to get them to share what could be a real twist. I wanted them to continue to think it through. A and R2 work very well together. The video shows them deciding on the setting of their new story created from Stone Soup. V and K were struggling with their twist. They considered making Goldilocks a murderer. K already believes that Goldilocks is a thief, and could not see a way to redeem her or change her. V tried to temper K's reaction though in a funny way. Modeling by thinking aloud, I helped them explore creating a twist by perhaps focusing on the three bears. Next I sat with N and E, my two lowest readers. They thought that to twist their tale of The Tortoise and the Hare they only needed to change one word in the title. I spent a little time reminding them of the many Cinderella stories that we read, and how, although they changed the culture, the story basically remained the same, until we looked at Prince Cinders. This story had a prince and three older brothers who used him as labor. When I asked them to recall The True Story of the Three Little Pigs, neither could do so. I suggested that they get the book to review the story, hoping it would help them refocus.

NOTES:

The next group that I spoke with included M and N2. They decided that their twist would have the boy eaten by the wolf, and the sheep saving him. I questioned this, repeating what M says as I work to understand the plans, and that they know how to develop the story. They meant the story title to convey that the boy cried for help. Using previous knowledge, a person can assume that the sheep are the bad guys. I asked the boys to pick a title that gives a hint about the story changes.

NOTES:

T and Z are not working but are arguing. I stopped to ask them why, and Z tells me his is telling T to do the writing. I remind Z that they are partners and he should be fair about sharing the work. They could not move on until the map of Rapunzel was completed.

NOTES:

I moved on to E2 and S2, who, while still mapping Beauty and the Beast, have already chosen their twist. I had a discussion with them about not thinking of movie versions, but instead thinking of only the version that they are reading now. We further discussed the movie "Red Riding Hood," and how it was really a fractured fairy tale, as opposed to the movie "Tangled." Throughout the video, you can see and hear the sounds of the students working diligently on their story maps. I selected these books intentionally, as each of the books are pretty well known fairy tales, stories that they have heard before in school and at home. They have already had many versions created from the original, but not necessarily fractured tales. They can be easily changed once the concept is well understood. Fairy tales as a genre are an excellent choice. They are stories that teach lessons just as fables do - allowing me to actually go deeper into interpretation of the stories that are used as models, and that the students use for their tales.

NOTES:

3.5 Video Evidence Graphic Organizer

Goal 1: I wanted students to understand both sides of a controversial historical issue. The concept focused on conflicting viewpoints. For attitudes, students needed to understand that the viewpoints presented in their findings are part of the specific historical time period. The process involved students using technological resources for historical awareness. In turn, the students identified key points in their research that would support their arguments as their major skill set. I wanted my students to be exposed to diverse perspectives on an issue while developing their own point of view.

Partner A's Evidence from Video:

Additional Evidence from Video:

Wonderings:

Goal 2: I wanted students to respectfully debate with one another. The concept focused on civic procedures. For attitudes, students needed to understand that the thoughts of others might differ from theirs. The process involved students learning, understanding, and demonstrating the procedures of civil discussion. For skills, I wanted students to recognize each other's point of view and frame of reference. Then, they acknowledge their statements, and respond with a dissenting point of view. I saw this as an opportunity to make constructive use of these peer relationships in discussing and debating the topic at hand.

Partner A's Evidence from Video:

Additional Evidence from Video:

Wonderings:

The girl in the green shirt, Camryn, debated why it was unnecessary to drop atomic bombs on Japan.

The boy with the red shirt, Aidan, debated why it was necessary to drop the bombs. Aidan said that by dropping the atomic bombs on two Japanese cities, fear would spread throughout Japan. He said that then, "they would start protesting their government." Camryn then acknowledged Aidan's point.

This was important because Aidan provided Camryn with another viewpoint.

Aidan demonstrated that it was important to add ideas to the discussion as well as enhancing those ideas and suggesting alternative perspectives.

The students learned new details, and learned them from their peers.

Students in both groups went back and forth in the discussion in a civil manner.

Additionally, the students looked at each other in the eye while discussing their points.

These students valued and modeled listening to other viewpoints and modeled strong interpersonal skills.

As a result, the students learned how to debate with respect. Also, they listened to each other's points of view and learned new details about the issue.

The girl with the purple and white cardigan, Kayla, had difficulty expressing her thoughts. Kayla was a struggling learner. She needed her notes to assist her.

Kayla started speaking but had trouble stating her points. Her partner Nya stepped in and helped Kayla. She said, "What she is trying to say is that maybe dropping the bomb twice was not the best choice." Nya's help demonstrated that each individual's say is as important as the changing of anyone's mind.

I also realized the personal growth in Nya from the start of the year. By stressing the importance of being civil during debates, Nya learned to understand the opposing point of view while strengthen her own point of view.

Mr. Fredericks, a 4th grade teachers, is frustrated with his students' performance on a recent NYS practice assessment. 83% of students missed several multiple choice questions which he feels confident were covered and they should have known. In a conversation with his peers, they reviewed the questions together.

Read this sentence from paragraph 6.

Broadslides, bunny-hops, and jumps will also be a part of your arsenal as you attack a biking trail.

What does "arsenal" refer to in this sentence?

- A a type of event
- B a type of brake
- C a collection of skills
- D a place to mountain bike

What might be some of your noticings about this question?

What might be the students' misunderstanding?

How might you address this gap? Or anticipate a similar issue in the future?

Which sentence gives the best evidence that readers can relate the article to their own lives?

- A "Town stores featured candy, jump ropes, marbles, books that were designed to teach children good behavior, china and paper dolls." (paragraph 2)
- B "Without store-bought toys, pioneer children made their own fun out of what they had." (paragraph 3)
- C "Some of the games they played have been memorized and handed down from generation to generation and are still played today, like hopscotch, jump rope, hide and seek, and 'Mother, May I?' " (paragraph 4)
- D "Step back in time and try your hand at making these toys from over 100 years ago." (paragraph 5)

What might be some of your noticings about this question?

What might be the students' misunderstanding?

How might you address this gap? Or anticipate a similar issue in the future?

Mr. Fredericks, a 10th grade Global Studies teacher, is frustrated with his students' performance on a recent Regents practice assessment. 92% of students missed several multiple choice questions which he feels confident he had adequately covered. In a conversation with his peers, they reviewed the questions together.

What is one way post–World War II North Korea and post–World War II East Germany are similar?

- (1) Monarchies were reestablished in both countries.
- (2) Democratic principles flourished in both countries.
- (3) Both communist governments faced economic stagnation. (correct)
- (4) Both countries threatened to use chemical weapons against China. (student selected)

What might be some of your noticings about this question?

What might be the students' misunderstanding?

How might you address this gap? Or anticipate a similar issue in the future?



Source: Eric Godal, January 10, 1943 (adapted)

Which type of political system is being depicted in this 1943 cartoon?

- (1) direct democracy
- (2) monarchy
- (3) theocratic republic
- (4) totalitarian

What might be some of your noticings about this question?

What might be the students' misunderstanding?

How might you address this gap? Or anticipate a similar issue in the future?

Seven Keys to Effective Feedback

Grant Wiggins

Advice, evaluation, grades—none of these provide the descriptive information that students need to reach their goals. What is true feedback—and how can it improve learning?

Who would dispute the idea that feedback is a good thing? Both common sense and research make it clear: Formative assessment, consisting of lots of feedback and opportunities to use that feedback, enhances performance and achievement.

Yet even John Hattie (2008), whose decades of research revealed that feedback was among the most powerful influences on achievement, acknowledges that he has "struggled to understand the concept" (p. 173). And many writings on the subject don't even attempt to define the term. To improve formative assessment practices among both teachers and assessment designers, we need to look more closely at just what feedback is—and isn't.

What Is Feedback, Anyway?

The term *feedback* is often used to describe all kinds of comments made after the fact, including advice, praise, and evaluation. But none of these are feedback, strictly speaking.

Basically, feedback is information about how we are doing in our efforts to reach a goal. I hit a tennis ball with the goal of keeping it in the court, and I see where it lands—in or out. I tell a joke with the goal of making people laugh, and I observe the audience's reaction—they laugh loudly or barely snicker. I teach a lesson with the goal of engaging students, and I see that some students have their eyes riveted on me while others are nodding off. Here are some other examples of feedback:

A friend tells me, "You know, when you put it that way and speak in that softer tone of voice, it makes me feel better."

A reader comments on my short story, "The first few paragraphs kept my full attention. The scene painted was vivid and interesting. But then the dialogue became hard to follow; as a reader, I was confused about who was talking, and the sequence of actions was puzzling, so I became less engaged."

A baseball coach tells me, "Each time you swung and missed, you raised your head as you swung so you didn't really have your eye on the ball. On the one you hit hard, you kept your head down and saw the ball."

Note the difference between these three examples and the first three I cited—the tennis stroke, the joke, and the student responses to teaching. In the first group, I only had to take note of the tangible effect of my actions, keeping my goals in mind. No one volunteered feedback, but there was still plenty of feedback to get and use. The second group of examples all involved the deliberate, explicit giving of feedback by other people. Whether the feedback was in the observable effects or from other people, in every case the information received was not advice, nor was the performance evaluated. No one told me as a performer what to do differently or how "good" or "bad" my results were. (You might think that the reader of my writing was judging my work, but look at the words used again: She simply played back the effect my writing had on her as a reader.) Nor did any of the three people tell me what to do (which is what many people erroneously think feedback is—advice).

Guidance would be premature; I first need to receive feedback on what I did or didn't do that would warrant such advice.

In all six cases, information was conveyed about the effects of my actions as related to a goal. The information did not include value judgments or recommendations on how to improve. (For examples of information that is often falsely viewed as feedback, see "Feedback vs. Advice" above and "Feedback vs. Evaluation and Grades" on p. 15.)

Decades of education research support the idea that by teaching *less* and providing *more* feedback, we can produce greater learning (see Bransford, Brown, & Cocking, 2000; Hattie, 2008; Marzano, Pickering, & Pollock, 2001). Compare the typical lecture-driven course, which often produces less-than-optimal learning, with the peer instruction model developed by Eric Mazur (2009) at Harvard. He hardly lectures at all to his 200 introductory physics students; instead, he gives them problems to think about individually and then discuss in small groups. This system, he writes, "provides frequent and continuous feedback (to both the students and the instructor) about the level of understanding of the subject being discussed" (p. 51), producing gains in both conceptual understanding of the subject and problem-solving skills. Less "teaching," more feedback equals better results.

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Goal-Referenced

Effective feedback requires that a person has a goal, takes action to achieve the goal, and receives goal-related information about his or her actions. I told a joke—why? To make people laugh. I wrote a story to engage the reader with vivid language and believable dialogue that captures the characters' feelings. I went up to bat to get a hit. If I am not clear on my goals or if I fail to pay attention to them, I cannot get helpful feedback (nor am I likely to achieve my goals).

Information becomes feedback if, and only if, I am trying to cause something and the information tells me whether I am on track or need to change course. If some joke or aspect of my writing *isn't working*—a revealing, nonjudgmental phrase—I need to know.

Note that in everyday situations, goals are often implicit, although fairly obvious to everyone. I don't need to announce when telling the joke that my aim is to make you laugh. But in school, learners are often unclear about the specific goal of a task or lesson, so it is crucial to remind them about the goal and the criteria by which they should self-assess. For example, a teacher might say,

The point of this writing task is for you to make readers laugh. So, when rereading your draft or getting feedback from peers, ask, How funny is this? Where might it be funnier?

As you prepare a table poster to display the findings of your science project, remember that the aim is to interest people in your work as well as to describe the facts you discovered through your experiment. Self-assess your work against those two criteria using these rubrics. The science fair judges will do likewise.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need.

So try it out. Less teaching, more feedback. Less feedback that comes only from you, and more tangible feedback designed into the performance itself. And, of course, send me some feedback on this article at gwiggin@authenticeducation.org

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Tangible and Transparent

Any useful feedback system involves not only a clear goal, but also tangible results related to the goal. People laugh, chuckle, or don't laugh at each joke; students are highly attentive, somewhat attentive, or inattentive to my teaching.

Even as little children, we learn from such tangible feedback. That's how we learn to walk; to hold a spoon; and to understand that certain words magically yield food, drink, or a change of clothes from big people. The best feedback is so tangible that anyone who has a goal can learn from it.

Alas, far too much instructional feedback is opaque, as revealed in a true story a teacher told me years ago. A student came up to her at year's end and said, "Miss Jones, you kept writing this same word on my English papers all year, and I still don't know what it means." "What's the word?" she asked. "Vag-oo," he said. (The word was *vague*!)

Sometimes, even when the information is tangible and transparent, the performers don't obtain it—either because they don't look for it or because they are too busy performing to focus on the effects. In sports, novice tennis players or batters often don't realize that they're taking their eyes off the ball; they often protest, in fact, when that feedback is given. (Constantly yelling "Keep your eye on the ball!" rarely works.) And we have all seen how new teachers are sometimes so busy concentrating on "teaching" that they fail to notice that few students are listening or learning.

That's why, in addition to feedback from coaches or other able observers, video or audio recordings can help us perceive things that we may not perceive as we perform; and by extension, such recordings help us learn to look for difficult-to-perceive but vital information. I recommend that all teachers videotape their own classes at least once a month. It was a transformative experience for me when I did it as a beginning teacher. Concepts that had been crystal clear to me when I was teaching seemed opaque and downright confusing on tape—captured also in the many quizzical looks of my students, which I had missed in the moment.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need. So try it out. Less teaching, more feedback. Less feedback that comes only from you, and more tangible feedback designed into the performance itself. And, of course, send me some feedback on this article at gwiggin@authenticeducation.org.

Feedback Essentials

Whether feedback is just there to be grasped or is provided by another person, helpful feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent.

Actionable

Effective feedback is concrete, specific, and useful; it provides *actionable* information. Thus, "Good job!" and "You did that wrong" and *B+* are not feedback at all. We can easily imagine the learners asking themselves in response to these comments, What *specifically* should I do more or less of next time, based on this information? No idea. They don't know what was "good" or "wrong" about what they did.

Actionable feedback must also be accepted by the performer. Many so-called feedback situations lead to arguments because the givers are not sufficiently descriptive; they jump to an inference from the data instead of simply presenting the data. For example, a supervisor may make the unfortunate but common mistake of stating that "many students were bored in class." That's a judgment, not an observation. It would have been far more useful and less debatable had the supervisor said something like, "I counted ongoing inattentive behaviors in 12 of the 25 students once the lecture was underway. The behaviors included texting under desks, passing notes, and making eye contact with other students. However, after the small-group exercise began, I saw such behavior in only one student."

Such care in offering neutral, goal-related facts is the whole point of the clinical supervision of teaching and of good coaching more generally. Effective supervisors and coaches work hard to carefully observe and comment on what they observed, based on a clear statement of goals. That's why I always ask when visiting a class, "What would you like me to look for and perhaps count?" In my experience as a teacher of teachers, I have always found such pure feedback to be accepted and welcomed. Effective coaches also know that in complex performance situations, actionable feedback about what went right is as important as feedback about what didn't work.

"But There's No Time!"

Although the universal teacher lament that there's no time for such feedback is understandable, remember that "no time to give and use feedback" actually means "no time to cause learning." As we have seen, research shows that *less* teaching plus *more* feedback is the key to achieving greater learning. And there are numerous ways—through technology, peers, and other teachers—that students can get the feedback they need. So try it out. Less teaching, more feedback. Less feedback that comes only from you, and more tangible feedback designed into the performance itself. And, of course, send me some feedback on this article at gwiggins@authenticeducation.org.

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User-Friendly

Even if feedback is specific and accurate in the eyes of experts or bystanders, it is not of much value if the user cannot understand it or is overwhelmed by it. Highly technical feedback will seem odd and confusing to a novice. Describing a baseball swing to a 6-year-old in terms of torque and other physics concepts will not likely yield a better hitter. Too much feedback is also counterproductive; better to help the performer concentrate on only one or two key elements of performance than to create a buzz of information coming in from all sides. Expert coaches uniformly avoid overloading performers with too much or too technical information. They tell the performers one important thing they noticed that, if changed, will likely yield immediate and noticeable improvement ("I was confused about who was talking in the dialogue you wrote in this paragraph"). They don't offer advice until they make sure the performer understands the importance of what they saw.

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Timely

In most cases, the sooner I get feedback, the better. I don't want to wait for hours or days to find out whether my students were attentive and whether they learned, or which part of my written story works and which part doesn't. I say "in most cases" to allow for situations like playing a piano piece in a recital. I don't want my

teacher or the audience barking out feedback as I perform. That's why it is more precise to say that good feedback is "timely" rather than "immediate."

A great problem in education, however, is untimely feedback. Vital feedback on key performances often comes days, weeks, or even months after the performance—think of writing and handing in papers or getting back results on standardized tests. As educators, we should work overtime to figure out ways to ensure that students get more timely feedback and opportunities to use it while the attempt and effects are still fresh in their minds. Before you say that this is impossible, remember that feedback does not need to come only from the teacher, or even from people at all. Technology is one powerful tool—part of the power of computer-assisted learning is unlimited, timely feedback and opportunities to use it. Peer review is another strategy for managing the load to ensure lots of timely feedback; it's essential, however, to train students to do small-group peer review to high standards, without immature criticisms or unhelpful praise.

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Ongoing

Adjusting our performance depends on not only receiving feedback but also having opportunities to use it. What makes any assessment in education *formative* is not merely that it precedes summative assessments, but that the performer has opportunities, if results are less than optimal, to reshape the performance to better achieve the goal. In summative assessment, the feedback comes too late; the performance is over.

Thus, the more feedback I can receive in real time, the better my ultimate performance will be. This is how all highly successful computer games work. If you play Angry Birds, Halo, Guitar Hero, or Tetris, you know that the

key to substantial improvement is that the feedback is both timely and ongoing. When you fail, you can immediately start over—sometimes even right where you left off—to get another opportunity to receive and learn from the feedback. (This powerful *feedback loop* is also user-friendly. Games are built to reflect and adapt to our changing need, pace, and ability to process information.)

It is telling, too, that performers are often judged on their ability to adjust in light of feedback. The ability to quickly adapt one's performance is a mark of all great achievers and problem solvers in a wide array of fields. Or, as many little league coaches say, "The problem is not making errors; you will all miss many balls in the field, and that's part of learning. The problem is when you don't learn from the errors."

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Consistent

To be useful, feedback must be consistent. Clearly, performers can only adjust their performance successfully if the information fed back to them is stable, accurate, and trustworthy. In education, that means teachers have to be on the same page about what high-quality work is. Teachers need to look at student work together, becoming more consistent over time and formalizing their judgments in highly descriptive rubrics supported by anchor products and performances. By extension, if we want student-to-student feedback to be more helpful, students have to be trained to be consistent the same way we train teachers, using the same exemplars and rubrics.

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Progress Toward a Goal

In light of these key characteristics of helpful feedback, how can schools most effectively use feedback as part of a system of formative assessment? The key is to gear feedback to long-term goals.

Let's look at how this works in sports. My daughter runs the mile in track. At the end of each lap in races and practice races, the coaches yell out *split times* (the times for each lap) and bits of feedback ("You're not swinging your arms!" "You're on pace for 5:15"), followed by advice ("Pick it up—you need to take two seconds off this next lap to get in under 5:10!").

My daughter and her teammates are getting feedback (and advice) about how they are performing now compared with their final desired time. My daughter's goal is to run a 5:00 mile. She has already run 5:09. Her coach is telling her that at the pace she just ran in the first lap, she is unlikely even to meet her best time so far this season, never mind her long-term goal. Then, he tells her something descriptive about her current

performance (she's not swinging her arms) and gives her a brief piece of concrete advice (take two seconds off the next lap) to make achievement of the goal more likely.

The ability to improve one's result depends on the ability to adjust one's pace in light of ongoing feedback that measures performance against a concrete, long-term goal. But this isn't what most school district "pacing guides" and grades on "formative" tests tell you. They yield a grade against recent objectives taught, not useful feedback against the *final* performance standards. Instead of informing teachers and students at an interim date whether they are on track to achieve a desired level of student performance by the end of the school year, the guide and the test grade just provide a schedule for the teacher to follow in delivering content and a grade on that content. It's as if at the end of the first lap of the mile race, My daughter's coach simply yelled out, "B+ on that lap!"

The advice for how to change this sad situation should be clear: Score student work in the fall and winter against spring standards, use more pre-and post-assessments to measure progress toward these standards, and do the item analysis to note what each student needs to work on for better future performance.

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Instructional Strategies for Student Engagement

<u>Strategy</u>	<u>Description</u>	<u>Function/ Purpose</u>	<u>How to Use</u>	<u>Multiple Intelligence</u>	<u>Student Grouping</u>	<u>Other Comments</u>	<u>Source</u>
Menu Activities	A way to organize learning activities to allow for student choice and differentiation.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Create a range of activities on a topic or learning goal. • Use varying levels of complexity like Bloom's taxonomy. • Assign students activities according to readiness. • Instruct students to choose additional activities to allow for grouping by interest and learning style. 	All	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Choice Boards	Students make a work selection from assignments that are placed in pockets. The board "directs traffic" to designated tasks or areas of the room.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Place activities of differing levels of complexity in different rows. • Target student need while allowing student choice by asking students to make selections from particular rows. 	All	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Crossovers		Energizer	Anytime the arms or legs crossover the middle of the body the brain "wakes up," because the left side of the brain controls the right part of the body and vice versa. Have participants stand up and begin with alternating touching each shoulder with the opposite hand. From there you can do opposite hands to raised knees and then opposite hands in the back of the body to touch a raised foot. Any movement that crosses over the body will work. You can also do the old windmill stretches, or create a hand clap/slap pattern like those chants children do.	Bodily/Kinesthetic	Whole Class, Individual	General Energizer Moves: <ul style="list-style-type: none"> ☆ Have participants stand up and stretch as high as they can. Then have them reach for their toes. Repeat a few times. ☆ Have participants do 10 jumping jacks or march in place for a count of 50. ☆ Have participants rise up and down on their toes to stretch calf muscles and get blood flowing. 	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Catch It		Energizer	Have four participants stand forming a square where each person is facing inside the square. (A triangle will work too.) Next, have them put out both of their hands with palms up and elbows by their waists. Instruct each person to take his/her right index finger and point it up to the sky. Next, the index finger gets put down into the palm of the person next to them. The facilitator counts 1...2...3 and on 3, each person tries to catch the index finger of the neighbor while trying to keep his/her own index finger from being caught. Repeat with right index finger and then switch to the left index finger for two tries. This activates the brain because it has to do two things at one time, plus it makes everyone laugh and that is a great way to wake up the brain.	Bodily/Kinesthetic	Small Groups	General Energizer Moves <ul style="list-style-type: none"> ☆ Have participants stand up and stretch as high as they can. Then have them reach for their toes. Repeat a few times. ☆ Have participants do 10 jumping jacks or march in place for a count of 50. ☆ Have participants rise up and down on their toes to stretch calf muscles and get blood flowing. 	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Getting to Know You Break		Energizer	Let one student be the leader. The leader completes the sentence "Meet Three People Who..." and adds in a characteristic, such as 'is wearing blue', or 'has more hair on their head than you do', or 'has an A in their name'. The students walk around the room and shake hands with the people who fit the category.	Bodily/Kinesthetic	Whole Class/individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Humor Break		Energizer	Everyone stands up, closes their eyes, and if they can think of a recent or old joke, raises their hand. Next, ask them to open their eyes. Everyone who has their hands still down cluster around someone who raised their hand who knows a joke. They tell the joke, have a round of applause, then switch groups and joke tellers.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Fresh Start		Energizer	To keep the room novel and the learners' perspective fresh, have everyone stand up and find a seat on the opposite side of the room. A variation on this is to have everyone push his or her desks or chairs into a new position (i.e., a large circle, theater style, etc.).	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Rhythm Review		Energizer	In small groups with music playing in the background, students stand in a circle and the leader starts a clapping or finger-snapping rhythm. Once the rhythm is established, each student offers something they learned in the course of the day. For example, "Today, I learned that California used to belong to Mexico." Then it's the next person's turn. They can either keep the same rhythm or initiate a new one. Beyond review, this game is great for developing memory, listening, and music skills.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Military March		Energizer	This march is done the way recruits march around with a rhythmic chant. The base chorus is "It's real easy, see-say-do... we learned it first, and now you, too." Each person or team comes up with the alternating verses that are content reviews. Example: Chorus + "Memory is a piece of cake, new locations make it rate, in a room or by the lake, e-motion will make it great" + chorus. After one team says their verse, the next team starts up. All teams repeat all on the walk.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Tic-Tac-Toe		Energizer	Chalk out Tic-Tac-Toe boxes on the blacktop or patio. Divide group into teams of five players each. Designate teams as either Xs or Os with a sheet of paper taped to their shirt. One teacher or helper is needed for each Tic-Tac-Toe game to facilitate the question asking. Each team, in turn, is asked a question that relates to the current unit of study. If the team answers correctly, they send a player to cover a box of their choice and questioning continues. If the team provides an incorrect answer, play alternates to the other team. The object of the game, of course, is to complete a line of Xs or Os.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Charades		Energizer	Invite one person to come up to the front of the room and act out something they've learned in class; they freeze and another person is selected to come up and continue the impromptu learning charade; then one at a time, others join, adding on until one giant human scenario has taken place which ultimately represents the current lesson.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Deep Breathing		Energizer	If students need help getting calmed down after a movement activity or an energizer, make it part of your routine that the whole class takes five deep breaths together before returning to work.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Bunny Breathing		Energizer	This is an alternative to deep breathing, but serves much the same purpose. Plus it is supposed to be a cleansing process to make sure fresh oxygen is getting to the brain. Have students take three short, quick breaths in through their nose, then a long exhale out of their mouth. Repeat about five times.	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Groovin' to the Oldies		Energizer	Put on old music from the 1920's, 30's or 40's. Do dances from different eras; Charleston, Jitterbug, Big Band, Swing Era, etc. (If this can be connected to something you're teaching that is even better.)	Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Computer Programs	Software and tools are available for every discipline, and information can be found on the internet for every topic imaginable. Examples: Webquests*, text-reader software, fluency programs. * http://www.lincolnparkboe.org/webquests_PBL.htm A resource for differentiated instruction using webquests.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Use varied computer programs to help meet the needs of learning styles. Examples: <ul style="list-style-type: none"> Spatial: Graphics programs can help develop spatial perceptions and creativity by allowing students to create their own designs. Bodily-Kinesthetic: Allowing students to use the keyboard, mouse, joystick and other devices provides the opportunity to capitalize on their eye-hand coordination. Use webquests* for developing lessons with specific goals in mind to give individuals or small groups the opportunity to research, problem solve and learn basic skills. 	Bodily/Kinesthetic, Visual/Spatial	Individual or Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Peer Tutoring	Students, with guidance from a teacher, help one or more students learn a skill or concept. Peer tutoring programs can help students with expertise or skills in an area while teaching others who are less skilled.	Differentiation - Readiness	<ul style="list-style-type: none"> • Teach tutors what to do during a session, and how to help the students being tutored. • Design a tutoring lesson—show the tutor how to manage a session, keeping steps to a minimum. • Monitor and evaluate tutoring, checking for evidence of progress. 	Interpersonal	Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Learning Centers/Stations	Classroom areas that contain a collection of activities or materials designed to teach, reinforce or extend a particular skill or concept.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Focus the centers/stations on important learning goals. • Use materials addressing a wide range of reading levels, learning profiles, and interest. 	Interpersonal	Small Groups	Works well when multiple copies of materials are not available for the whole class.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Flexible Grouping	Groups are formed according to readiness, interest or learning style.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Use both heterogeneous and homogeneous groups. • Students or teachers select group configurations at different times. 	Interpersonal	Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Interest-Based Mentoring	Student mentors can include resource teachers, media specialists, parent volunteers, older students, or community members who can guide students' growth in a particular area of interest or talent.	Differentiation - Interest	<ul style="list-style-type: none"> • Be clear in your own mind about the goals of collaboration. • Provide appropriate preparation and instruction for mentors. • Connect what is learned in the mentorship to what goes on in class. 	Interpersonal	Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Partner Talks	Partner talks are activities where students briefly discuss information with a partner.	Teaching Content or Concepts	Partner talks can be used in a variety of ways: to discuss specific content that has just been learned (restating/summarizing) or to relate new information to one's own experience.	Interpersonal, Verbal/Linguistic	Pairs	Allows students to summarize their learning in a safe situation and be ready to share with the full group. This breaks up routine of a training session and can offer students a chance to get up and move around.	<i>Classroom Instruction that Works, Robert J. Marzano (Cooperative learning)</i>
Read and Share Main Idea	Prepare or find a passage that presents an important message, and then ask students to read, make notes and share with the group.	Teaching Content or Concepts	Groups read information and share the main points.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs, Individual	The summarizing and sharing is a good way to insure the students are active learners.	<i>Classroom Instruction that Works, Robert J. Marzano (Summarizing and note taking, reinforcing effort, and cooperative learning)</i>
Blackboard Share	A representative from each team goes to the board or chart paper and all teams can simultaneously post their best answers.	Cooperative Learning	Useful for independent practice and assessment.	Interpersonal, Verbal/Linguistic	Small Groups	Mastery Structure - Active, engaging learning. Used most often to master basic facts; to review information and make sure all students can solve problems. Multi-functional and used to reach a number of objectives. Depending on the content it can also be used for team-building, communication building and the development of concepts and thinking skills.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Numbered Heads Together	Students number off and teacher asks a question. After writing their own answer to a question, teammates put their "heads together" to ensure all members can answer. The teacher then calls a number and students with that number share their answers. Stir the Class: Teams stand in a circle around room, huddle to discuss a question from teacher, stand shoulder to shoulder when they have their answers, rotate to next team when their number is called to share their answer, and join the new team for next question. Paired Heads Together: Students in pairs huddle to make sure they both can respond, an "A" or "B" is called, the student with that letter responds. Traveling Heads Together: Students	Cooperative Learning	Numbered Heads Together is most often used to master basic facts and information which have been presented through direct instruction or written material; useful for review before a test. Teacher may call for a verbal response, finger response or an elaborate, unique response by each student, using manipulatives.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs		<i>Cooperative Learning, Dr. Spencer Kagan</i>
Share and Compare		Cooperative Learning	Teacher poses question with multiple possible responses. Shoulder partners share, then rally table. Teacher calls time. Students Round Robin answer, adding new answers to their lists. Teams challenge teams to generate additional answers.	Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure. All teams are active at once during sharing. Lack of downtime.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Team Notebooks	Students record their ideas in a team notebook to be looked at by the teacher and/or other teams	Cooperative Learning		Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Class Notebook		Cooperative Learning	Each team records their ideas or product on a sheet of notebook paper. The sheets are kept in a three-ring binder which has labeled dividers. The Class Notebook is available for other teams to use.	Interpersonal, Verbal/Linguistic	Small Groups	Informational Sharing Structure. Can be used as a research tool and creating class experts on given topics.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Carbon Sharing		Cooperative Learning	Teams record their answers using carbon paper, making 2 or more copies. The copies are given to other teams to examine and/or comment on.	Interpersonal, Verbal/Linguistic	Small groups	Informational Sharing Structure. Allows simultaneous peer responses to individual writing. A powerful aid in the writing process.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Paraphrase Passport		Cooperative Learning	Students can share their own ideas only after they accurately paraphrase the person who spoke before them.	Interpersonal, Verbal/Linguistic	Small Groups	Information Sharing, Communication Skills Structure - Encourages active listening participation and students are accountable for listening.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Talking Chips	Teacher provides topic. One student places a chip in center and discussion begins. Students use chips to continue discussion. When chips are used up, students collect chips and continue discussion. During a discussion, teammates place their chip in the center each time they talk. They cannot talk again until all team members have placed a chip.	Cooperative Learning	If talking chips are used during a discussion, each person on a team is given a marker, (their pen does fine. Instructions are simple, say, "If you want to talk, place your chip in the center of the table. You cannot talk again until everyone has placed his or her chip in the center of the table. When all the chips have been used, the chips are retrieved and anyone can talk again if they place their chip in the center again."	Interpersonal, Verbal/Linguistic	Small Groups	Communication Skills Structure Takes care of the free-rider and bully problems all at once. It ensures that everyone will talk, but also that no one will do all the talking. After using the approach for some time, students internalize the principles of universal and equal participation. Improves communication skills	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Turn & Talk		Processing Content, Formative Assessment	During a lesson, there may be opportunities to have the students do a turn & talk activity for a few minutes. This allows students to talk about the information presented or shared and to clarify thoughts or questions. This is an effective alternate strategy to asking questions to the whole group and having the same students responding. All students have a chance to talk in a non-threatening situation for a short period of time.	Interpersonal, Verbal/Linguistic	Pairs		http://www.saskschools.ca/curr_content/constructivism/how/strategies.html
Jigsaw	In a jigsaw you can take a big topic and break it down into smaller sections and distribute these to students.	Teaching Content or Concepts	Have different people look more closely at a smaller section of information. Have them prepare this smaller section, then return to the large group and teach this to someone else.	Interpersonal, Verbal/Linguistic	Whole Class	When using a jigsaw, more information can be covered in a shorter period of time. This method is good group work where everyone can play a part in a learning activity.	<i>Learning Activities from Write Your Own Workshop, KASC</i>

Response Groups	Arrange small groups of students who have read the same book or studied the same event into response groups. Let them organize and run the groups.	Processing Content, Formative Assessment	Response groups are good ways to get students thinking and talking together. Provide checklists or note-taking forms for students to record their discussion and turn in to teacher.	Interpersonal, Verbal/Linguistic	Small Groups	Teachers participating in these small groups can gain good insight into their students' thinking and reasoning skills.	<i>Formative Assessment for Learning Toolkit, KASC</i>
Backyard Neighbor Talk		Processing Content, Formative Assessment	1. Students think for a few seconds about the teacher's prompt. 2. On a signal, students turn to the person sitting behind them and share their thoughts. 3. A few students share out with the class.	Interpersonal, Verbal/Linguistic	Pairs		Scaffolding Instruction Handout from Fayette County teacher
Think, Write, Pair/Share		Processing Content, Formative Assessment	1. Students think independently for about 10 seconds in response to the teacher's prompt. 2. Students write thoughts in a journal, graphic organizer, etc... 3. Students then turn to a partner on the left or right and say something about their thoughts.	Interpersonal, Verbal/Linguistic	Pairs		Scaffolding Instruction Handout from Fayette County teacher
Information Gap		Formative Assessment	Groups split into two sub-groups; each sub-group is given one half of some information about a topic; sub-groups have to talk to draw the information together.	Interpersonal, Verbal/Linguistic	Small Groups, Pairs		<i>Formative Assessment for Learning Toolkit, KASC</i>
Affinity Map	It is a brainstorming process where members of a group write responses to a general problem or solution on separate cards. They then arrange the cards into groups or themes and rearrange.	Processing Content, Formative Assessment	1. Students silently read assigned material. 2. While reading, students write a designated number of ideas on cards or post-it notes. 3. Each student places the ideas anywhere on the chart paper in no particular order. 4. With the group, students silently arrange the notes into themes or big ideas. 5. The group rearranges the ideas as many times as they see fit. 6. Next, the group labels big ideas. 7. Finally, each group shares the key points and big ideas with the whole group.	Interpersonal, Verbal/Linguistic	Small Groups	Rules: 1.Members can rearrange the post-it notes over and over to make their sorted groups of themes. But, the person who wrote the post-it in question has the last say about where that note is placed. 2.There is no limit as to the number of themes or big ideas. There may be only one post-it representing a big idea. 3.Members may write, mark through and re-write as many times as needed until the group all agrees with a thumbs up.	
Cards	Cards can be used in many ways—for matching, or sorting into groups.	Teaching Content or Concepts	Cards can be used to give each person in a group a manageable piece of a whole topic to study and review.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Cards are effective in group settings. Sorting cards into groups often creates good discussion among group members about why to put that card under a particular category/heading. Differences of opinion may arise and this is often a very helpful way to learn. Cards are a good manipulative.	<i>Classroom Instruction that Works, Robert J. Marzano (reinforce effort)</i>
Matching	A matching exercise may be a good way to reinforce a piece of important content. Matching identifies similar or related items.	Processing Content, Formative Assessment	For example, if you want the students to learn about the 5 types of OR questions, you could provide a brief definition of each. Then give 5 samples and have the students match each type with the correct example of that technique.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Matching is a good way for students to physically manipulate information. (This can be with paper/pencil or with separate cards that can be moved around and matched).	<i>Classroom Instruction that Works, Robert J. Marzano (Similarities and Differences)</i>
Roam the Room	At a signal, students move about the room as individuals to view the products of other teams/individuals. When the signal to turn is given they do a Round Robin to share what they have learned.	Cooperative Learning	Use as a closure to culminating projects.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure - Accomplishes more than twice as much in half the time. More active participation and students are accountable for specific reactions.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Stand and Share	Teams stand with a list of ideas to share. The teacher selects one student to share an idea. Other teams either check the idea off their list or add it. Each team sits when all items on its list are shared.	Cooperative Learning	Teams discuss an issue until each individual on the team feels he or she could share an important idea with the whole class, at which time they stand up. When all the teams are standing, the teacher asks one student to share his or her idea.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure. Can be used for Formative Assessment. This is a very attractive method because all students feel their idea got represented, but the process is an efficient use of time and does not take long.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Gallery Tour	Students move about the room as a team to look over, discuss, and give feedback on the products of other teams.	Cooperative Learning	Use as a closure to culminating project.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Informational Sharing Structure Accomplishes more than twice as much in half the time. More active participation and students are accountable for specific reactions.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Rotating Review		Cooperative Learning	Teams discuss topic; chart their thoughts; Rotate to the next chart to discuss and chart their thoughts.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Rotating Feedback: Teams discuss then chart their feedback to another team's product; then rotate to do the same with the next team.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
RallyTable		Cooperative Learning	Students in pairs take turns writing, drawing, or pasting. (2 papers, 2 pencils per team) Pass-N-Praise: Students in pairs take turns writing and hand their paper to the next person only after receiving praise.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	Mastery, Teambuilding and Classbuilding	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Carousel Brainstorming	Carousel brainstorming is a questioning technique used to generate multiple ideas in response to different styles of questions, to promote group work and to allow for physical movement.	Processing Content, Formative Assessment, Energizer	1. The teacher generates questions for students to answer. 2. Students divide into small groups. Each group uses a different color marker to record ideas. 3. Each group is positioned at each station for 3-5 minutes to record responses to the questions. 4. After the time ends, groups rotate to the next question (or the question rotates to the group). Students read the new question, read the previous responses and either develop new ideas or expand on existing ideas as quickly as possible. 5. Each group can then summarize the response at their first station or they can walk around the	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small groups		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Give one, Get one	Teacher poses a question and asks the students to record two responses. The teacher then asks the students to stand up and move around the room to make connections with other students' responses. Each time a student connects with a new student, he needs to give the student a different idea and get another idea in return. If both students have the same ideas, they need to work together to generate a new idea.	Processing Content, Energizer	1. Teacher poses a question. 2. Students generate two ideas. 3. Teacher establishes a goal. 4. Students stand up and "connect" with another student only to give an idea and get a new idea. 5. If they both have similar ideas, they need to brainstorm together to generate a new idea. 6. Students return to their seats (they can share ideas in small groups and try to generate two or three additional new ideas). 7. Teacher collects and records ideas to be examined and explored.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual	Promotes divergent thinking, generates many ideas quickly	http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Envoying	When children are involved in group discussion, one child from each group moves on to the next group after a given period of time. On arrival, they have one minute to summarize the key points from their previous group. The receiving group has one minute to explain their thinking to the newcomer. This rotation occurs at set intervals.	Formative Assessment		Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Formative Assessment for Learning Toolkit, KASC</i>
Pass It On		Energizer	Ask participants to move at least 10 brisk steps. Have them form groups of 4-5 people. Write a review topic and unfinished sentence up on the board. For example, "Topic: One important thing I've learned about how students learn is..." . Ask one participant in each group to complete the sentence and then it's the next person in the group's turn to say something new. The goal is to continue contributing to the review as long as possible. When each person has been able to add at least one thing, call the activity to a close.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups	1) One type of memory storage is called procedural learning and this kind of knowledge is stored in the body. A simple example of this is not knowing a phone number unless you dial it. Learning through movement gives students another way to aid memory. This is helpful for all students, but can be especially important for students with learning difficulties. 2) Attitude is an important factor for motivation to learn — movement helps put students (and adults) in a positive state of mind. 3) Our brains require a lot of oxygen and more movement helps bring in fresh oxygen. 4) Our brains don't distinguish between the body and the brain, so if our body is uncomfortable it hurts learning.	<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Walk and Review		Energizer	Give learners a question or two for review. For example: "Explain to your partner about one of Marzano's effective instructional strategies." Have learners choose a partner and go for a short walk while they discuss their topic. (Designate a specific amount of time.) Suggest an area that is suitable for walking and allows them to really move.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Reporter Review		Energizer	Divide the group in half with one group representing "the experts" and the other half representing "the reporters." The reporters' job is to interview the experts on the present topic of study. Give them five minutes to "get the story," then reverse the roles so that the experts are now the reporters. Then have the whole class make a review chart together of the most important concepts.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class/Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Hop To It Review		Energizer	Lay out a hopscotch course on the floor (inside or outside) with chalk or string. On each square, put a number, which corresponds to a question written up on the board or on poster board. If the players cannot answer the question they go back to the line and wait their turn. If they are able to answer it, however, they get to keep going. Clear the desk away and do this inside or go outside, but have as many groups going at the same time as space allows.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Commercial Break		Energizer	Note: This activity gets some of the students up and moving, but also takes advantage of two other principles about how the brain learns — students retain the most information when they have to teach others; the brain needs review and downtime to allow and help learning "settle in." Divide the group into teams and give them time to prepare a commercial break related to the current unit of study or content. At various times throughout the day or week, ask a team to present their commercial break to the rest of the class.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Roller Derby Review		Energizer	With music playing in the background, have students stand up and walk fast around the entire room like a roller derby to increase circulation. Ask them to think of two to five key words discussed in the last twenty minutes. Then have them share their words with five other people. Set a few rules first to ensure safety, time limitations, courtesy, noise level, etc.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Inside-Outside Circle		Processing Content, Formative Assessment	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		www.lincoln.k12.or.us
Snowballing		Processing Content, Formative Assessment	Talking partners form groups of four and take turns explaining their ideas to each other. Fours can then become eights and so on.	Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Formative Assessment for Learning Toolkit, KASC</i>
RoundRobin	Teacher asks a question and teammates take turns answering.	Cooperative Learning	Students simply take turns stating answers or ideas without recording them. Turn Toss: Toss a ball (paper wad) while doing RoundRobin. Think-Write-RoundRobin: Students think, then write before the RoundRobin begins.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Mastery Structure Can be used in just about any subject/content area at any grade level. Can be used with children too young to write or when participation rather than a product is the goal. Useful for assessing mastery of learning, teambuilding, classbuilding and lesson closure.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
RallyRobin	Teacher poses problem and in pairs, students alternate generating oral responses.	Cooperative Learning	Can be used as one-time activity; to introduce or provide an anticipatory set for a lesson. For practice and mastery, students take turns contributing to a worksheet.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Mastery, Teambuilding and Classbuilding Structures. The structure can be used in just about any subject/content area at any grade level. Useful for formative assessment.	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Spend-A-Buck		Cooperative Learning	Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Small Groups	Communication Skills Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Think-Pair-Share	Think-pair-share is a simple, low risk cooperative group activity in which students can share and reflect on their ideas or answers with a partner before sharing with the large group.	Cooperative learning	1. Teacher poses a question to the students and gives them a minute to think independently about their responses. 2. Students then partner with a near-by student and discuss their responses or ideas to the question or problem posed. 3. In this brief activity students can verbalize their understandings, confirm what they understand with a partner or may determine what they do not understand	Interpersonal, Verbal/Linguistic, Logical/Mathematical	Pairs	Thinking Structure - Can be used as a quick assessment tool to determine if students understand the basic concepts before moving on.	<i>Cooperative Learning, Dr. Spencer Kagan</i>

Teammates Consult		Cooperative Learning	For each of a series of questions, students first place pens in cup, then share and discuss answers, and finally write answers in own words.	Interpersonal/ Verbal/Linguistic	Small Groups	Teambuilding Mastery Thinking Skills Communication Skills Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Yes/No Card		Formative Assessment	Students make a card with "Yes" (or Got It) on one side, "No" (No clue) on the opposite side. Teachers ask an introductory or review question. Students who know the answer hold up the "Yes" card, if they don't know the answer they hold up the "No" card. This is very effective to use when introducing vocabulary that students need as a knowledge base for a specific unit of study.	Intrapersonal	Whole Class, Individual		http://www.saskschools.ca/curr_content/constructivism/how/strategies.html
Ponder A Moment		Processing Content	Students close their eyes for one minute and think about their response to the teacher's prompt. A few students share out with the class.	Intrapersonal	Whole Class, Individual		Scaffolding Instruction Handout from Fayette County teacher
Learning Contracts	An agreement between the teacher and student regarding a task or project that the student will work on independently. Contracts may allow choice regarding some of what is to be learned, working conditions, and how information will be applied or expressed.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Specify important learning goals Specify the working conditions to which students must adhere (behavior, time constraints, homework and classwork). Set positive and negative consequences. Establish criteria for successful completion. 	Intrapersonal	Individual or Small Groups	Can be used as a tool when assigning students to learning centers or activities to be completed. Also can be used to assign gifted students alternate activities.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Hand Signals		Formative Assessment	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process. Examples: I understand _____ and can explain it (e.g., thumbs up). I do not yet understand _____ (e.g., thumbs down). I'm not completely sure about _____ (e.g., wave hand).	Intrapersonal, Bodily/Kinesthetic	Whole Class, Individual		www.lincoln.k12.or.us
Fist of Five		Formative Assessment	Ask, "How well do you know this information?" Students show the number of fingers on a scale, with 1 being lowest and 5 the highest. 5. I know it so well I could explain it to anyone. 4. I can do it alone. 3. I need some help. 2. I could use more practice. 1. I am only beginning.	Intrapersonal, Bodily/Kinesthetic	Whole Class/Individual		KASC's Formative Assessment for Learning Toolkit
Pause, prompt and praise	Students often need reinforcement when they are having difficulty with a task	Processing Content, Formative Assessment	When students are engaged in a demanding task and having difficulty, the teacher can ask students to "pause". During that pause/break time, the teacher can provide a "prompt" which might involve some specific suggestion for improving the student's performance. If the student performance increases after working on the suggested changes, then the teacher should give "praise". It is sometimes appropriate for the teacher to give a sticker, award or coupon to recognize the student's success.	Intrapersonal, could be others--depends on activities	Individual	Reinforcing effort can teach one of the most valuable lessons--the harder one tries, the more successful you can be. Reinforcement can motivate the student to work harder on the next task.	<i>Classroom Instruction that Works, Robert J. Marzano</i>
4-Mat	An approach to planning based on several personality and learning inventories. The inventories identify four learning preferences: (1) mastery of information, (2) understanding of key ideas, (3) personal involvement, (4) creation of something.	Differentiation - Learning Style	Plan instruction for each of four learning preferences related to the main topic during the course of several days on that topic.	Intrapersonal, could be others--depends on activities	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Tiered Assignments	Assignments of varying complexity are given during the same lesson. These help students with different learning needs work with the same essential ideas. Tiered assignments help struggling learners come to their own important ideas and extend the understanding of students who possess greater knowledge in the same area.	Differentiation - Readiness	<ul style="list-style-type: none"> Select the concept that will be the focus of the activity for all learners. Use students' assessments that are related to the upcoming lesson to think about their understanding of the topic. Create one interesting activity that requires high-level thinking and clearly focuses on the student learning. Chart the complexity of the activity: Think about or draw a ladder. (The bottom rung is low skill or complexity and the top is high). With your students in mind, decide where the lesson fits on the ladder. "Clone" the activity along the ladder to provide 2-5 different versions at different degrees of difficulty. (Vary the materials students will use, the form of expression, or according to the students' experience, from personal to far removed). 	Intrapersonal, could be others--depends on activities	Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Feedback	Students should be given regular, timely feedback on the quality of their work, so they can address mistakes and increase understanding.	Processing Content, Formative Assessment	For optimal learning, students should receive feedback at least once every 30 minutes. In addition to grading student work, feedback may be in the form of: 1. Self checking activities such as computer programs or answer key 2. Peer Review, discussion and sharing (for example, using partner talks and peer evaluation) 3. Teacher responses- These can take the form of student conferences directed to the whole class, to small groups, or to individual students. 4. Published standards and scoring guides (checklists with criteria or scoring guides) 5. Staff, parent and community participation in classroom (for example: email to experts in the community, or have volunteers discuss writing with students)	Intrapersonal, Interpersonal, could be others--depends on activities	Individual	Feedback greatly increases connections in the brain. It gives the learner a chance to take in information about his knowledge and make adjustments when necessary. Suggestions for using feedback: 1. Should be "corrective" in nature. It should give students a clear idea of what they that are doing well and an explanation of what is inaccurate and how it can be improved. 2. Feedback needs to be timely (right after a test or assignment). 3. Students can provide some of their own feedback by keeping track of their own performance and self-evaluating.	<i>Teaching with the Brain in Mind, Eric Jensen</i>
Brainstorming	A brainstorming activity asks students to think about what they have learned and come up with their own ideas/solutions.	Processing Content, Formative Assessment	In brainstorming you might provide a scenario or situation and ask students to provide additional ideas or suggestions about this text.	Intrapersonal, Interpersonal, could be others--depends on activities	Whole Class, Individual, Small Groups	Brainstorming can become the basis of an outline for a plan about a new idea. It helps bring energy from a lot of sources and can provide focus for a particular task or challenge.	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Independent Study/ Group Investigation	Students are provided opportunities to investigate topics, develop talent and interest areas. These opportunities may be related to a specific subject area or may involve several areas, integrating curriculum.	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> Help students learn how to decide on a focus, develop a plan of action, follow it through, and monitor their process. Use preset timelines to avoid procrastination. Use process logs to document the process of study. Establish criteria of success. 	Intrapersonal, Interpersonal, could be others--depends on activities	Small Groups, Pairs, Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Corners		Cooperative Learning	Students pick a corner, write it's number, go there, interact with others with same choice in a Rally Robin or Timed Pair Share.	Intrapersonal, Interpersonal, Verbal/Linguistic	Small Groups	Classbuilding Information Sharing	<i>Cooperative Learning, Dr. Spencer Kagan</i>
Squaring Off			Place a card in each corner of the room with the following phrases: Dirt Road, Paved Road, Highway and Yellow Brick Road. Instruct the students to go to the corner of the room that matches where they are in the new unit of study. Students go to that corner of the room and as a group, discuss what they know about the topic.	Intrapersonal, Interpersonal, Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		http://www.saskschools.ca/curr_content/constructivism/how/strategies.html
Curriculum Compacting	A strategy to help advanced learners maximize their use of time for learning. Students who have mastered parts of the curriculum ahead of their classmates can use the time during those lessons for alternate extension activities.	Differentiation - Readiness, Interest	<ul style="list-style-type: none"> Identify candidates for compacting and assess their understanding of a particular topic. Plan activities to ensure the student learns skills and understandings not mastered. Design an investigation or independent study that engages the student while others are working with the general lessons. 	Intrapersonal, Logical/Mathematical	Individual or Small Groups		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>

Reflections	Reflections are a beneficial tool to use after students have learned new content information.	Processing Content, Formative Assessment	A reflection might ask students to think about how they might use this information in their own setting and write a response. A reflection should be used after each big piece of content information.	Intrapersonal, Verbal/Linguistic	Small Groups, Pairs, Individual	Reflections are useful to help reinforce learning. They are useful when you want students to think about/write about what they have learned.	<i>Classroom Instruction that Works, Robert J. Marzano (Summarizing and note taking)</i>
Journals and Logs	Journals and logs are writing tools that can be used for students to record important information, express personal feelings, and reflect on new knowledge, events or ideas.	Processing Content, Formative Assessment	Teachers can use these journals/logs in conferencing with students, and respond to an individual student's questions, feelings and ideas. Teachers can use student's reflections to make suggestions for future work or related activities.	Intrapersonal, Verbal/Linguistic	Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Journals and Logs	Journals and logs are places where students record important information, express personal reactions, and wonder about new knowledge, events, themes, and ideas. Examples include: • Literature response journals • Reading logs • Personal writing journals • Dialogue journals • Learning logs	Differentiation - Readiness, Interest, Learning Style	<ul style="list-style-type: none"> • Provide varied journal prompts based on interests and needs. • Have students use journals for jotting down: <ul style="list-style-type: none"> • Achievement targets they have mastered and those that they have found important or are having difficulty mastering. • Learning experiences that did or did not work well for them. • Questions that have come up along the way with which they need help. • Ideas for important study topics or learning strategies that they might like to try in the future. 	Intrapersonal, Verbal/Linguistic	Individual		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Index Card Summaries/Questions		Processing Content, Formative Assessment	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Minute Essay		Processing Content, Formative Assessment	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
3-Minute Pause		Processing Content Formative Assessment	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with... 	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
I Learned Statements		Processing Content, Formative Assessment	These can be in either written or oral form. Their purpose is merely to give students a chance to self-select one or more of the things they learned during a class session, an investigation, or a series of lessons.	Intrapersonal, Verbal/Linguistic	Whole Class/Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Journals and Logs	Journals and logs are places where students record important information, express personal reactions, and to reflect about new knowledge, events, themes, and ideas. Teachers may use these writing tools to respond to each child individually, sharing their questions, feelings, and ideas and making suggestions for future work or related activities. Some teachers hold individual conferences with their students and use journals and logs as part of the conferences.	Processing Content, Formative Assessment	<p>Examples include:</p> <ul style="list-style-type: none"> • Literature response journals • Reading logs • Personal writing journals • Dialogue journals • Learning logs <p>Students use these for jotting down:</p> <ul style="list-style-type: none"> • Achievement targets they have mastered. • Targets they have found useful and important or are having difficulty mastering. • Learning experiences that worked well or that did not work for them. • Questions that have come up along the way with which they need help. • Ideas for important study topics or learning strategies that they might like to try in the future. • Sentence starters to generate reflections. 	Intrapersonal, Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>

Reflective Paragraph	Reflective paragraphs may be assigned as in-class review or homework to provide students with practice in writing well-constructed paragraphs .	Processing Content, Formative Assessment		Intrapersonal, Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Back to Work		Energizer	Have a "back to work" song. Choose a class song that signals that the movement is over and it's time to get back to work. Play the song very briefly to cue the appropriate behavior and then proceed with the next activity.	Musical/Rhythmic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Song Redo		Energizer	Teams or groups select a song ("She'll Be Coming 'Round the Mountain", or a more modern song, etc.) and write out the lyrics on paper. Next, have them adapt the song, changing the words to help make a point about what they learned. As a team, they present the song and movement to whole group.	Musical/Rhythmic, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups, Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Act and Learn		Energizer	Form small groups of three to five learners each. The team assignment is to develop a one-to-three-minute act or role-play that reflects the present topic of learning. For example, if your present unit of study is the solar system, the group might act out the motions, size, or distance of the planets complete with the sun, moon, astro debris, and comets.	Musical/Rhythmic, Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Free Association		Vocabulary	In this quick activity, students are asked to say any word they think of upon hearing a particular term. This can be done verbally, or students can write these on paper. Students can share aloud or share with a partner	Verbal/Linguistic	Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Concept Mapping		Processing Content, Formative Assessment	<ol style="list-style-type: none"> 1. Provide small groups of students with a list of about 15 related words that might fit well in an outline. 2. Give students small sticky notes to write the words on. 3. Ask students to create a concept map by moving the sticky notes around on a piece of paper until they have them in the right place. 4. Model on the board how to draw connections between words and emphasize that the connections should be labeled with words describing the nature of the relation (leads to, is an example of, sometimes goes with, can't happen without, etc.). 5. Walk around while students are creating their concept maps. Ask questions about why they are placing words where they do. Keep in mind that the purpose of this exercise, at this point, is to find out what they are thinking, not for them to get the right answer. So don't prompt them with correct answers. 6. Collect the papers, analyze the work to find out what students know, don't know, and what their misconceptions are. Do not write on the concept maps. 7. Create your own concept map-perhaps on overhead transparency. 8. The next day, hand back the concept maps and show your concept map to the class. Emphasize that there is more than one way to organize a group of related terms. Ask groups of students to compare theirs to yours and explain how theirs are different and whether and in what ways they think they should change theirs. <p>(Note: Concept mapping can be done online for free with several web based apps or with Inspiration software as well.)</p>	Verbal/Linguistic	Whole Class, Individual, Small Groups, Pairs		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Jeopardy	Jeopardy is a way to stimulate creative thinking and to assess what students know and understand about a topic.	Processing Content, Formative Assessment	<ol style="list-style-type: none"> 1. The teacher introduces a topic and reviews the structure of jeopardy. 2. The teacher asks "If _____ is the answer, what are the possible questions?" 3. Students generate responses. 4. The teacher collects and records students' questions. 5. Questions are examined and grouped in order to assess student knowledge and understanding. 	Verbal/Linguistic	Whole Class, Individual, Small Groups, Pairs		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf

Jot a Thought		Processing Content, Formative Assessment	1. Students think for a few seconds about the teacher's prompt. 2. Students write for a minute in response to the prompt. 3. A few students share their responses with the class.	Verbal/Linguistic	Whole Class, Individual	This is a quick and easy way for students to process and reflect. Allows opportunity for formative assessment.	Scaffolding Instruction Handout from Fayette County teacher
Multiple Texts and Supplementary Print Resources	Using texts at different levels helps to reach all students with content that is meaningful to them. Teachers can match students to texts in response to readiness, learning profile, and/or interests.	Differentiation - Readiness, Interest, Learning Style	• Build your classroom library from discarded texts of various levels. "Use the Internet to find online resources"	Verbal/Linguistic	Individual or Small Groups	The Kentucky Virtual Library (KYVL) http://www.kyvl.org/ has a link to EBSCO research database service which includes articles that have been assigned reading levels. After logging in to KYVL, (Ask your librarian if you need the password.) click on Find Books, Articles, and More, then click on EBSCO; then on EBSCOhost Web. Find Primary Search or Middle Search Plus in the list for articles with assigned Lexile reading levels*.	<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Oral Questioning	The following are keys to successful use of oral questioning as an assessment device: • Plan key questions in advance of instruction to ensure proper alignment with the target and with students' capabilities. • Ask clear, brief questions that help students focus on a relatively narrow range of acceptable responses. • Probe various kinds of reasoning, as appropriate. • Ask questions first and then call on someone to respond. This keeps all students on their toes. • Call on both volunteers and non-volunteers. This, too, keeps all students in the game. After posing a question, wait five seconds for a response. Giving students time to think before answering increases desirable outcomes – the number and length of responses, the quality of responses, student confidence, and student and teacher attitudes and expectations.	Formative Assessment	How is _____ similar to/different from _____? What are the characteristics/parts of _____? - In What other ways might we show/show/illustrate _____? - What is the big idea, key concept, moral In _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?	Verbal/Linguistic	Whole Class, Individual	As instruction proceeds, pose questions for students to answer, or ask students to question each other. This practice encourages thinking, deepens learning, and provides information about the learning. Teachers listen to answers, interpret them (either by means of internally held standards or a written rubric), infer the student's level of attainment or misconceptions, and act accordingly. Questions may be used to assess student understanding and misconceptions, and to encourage thinking and deepen learning.	www.lincoln.k12.or.us
Analogy Prompt		Processing Content, Formative Assessment	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
Idea Spinner		Processing Content, Formative Assessment	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Sentence Summary		Processing Content, Formative Assessment	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us
One Word Summary		Processing Content, Formative Assessment	Select (or invent) one word which best summarizes a topic.	Verbal/Linguistic	Whole Class, Individual		www.lincoln.k12.or.us

Bellringers/Flashbacks		Formative Assessment	Bell Ringers and Flashbacks are popular review tools. Before a class or lesson begins, the teacher gives students about 5 questions that review content. The questions are usually fill-in-the-blank, multiple choice or short answer. The teacher can collect these daily to see where content knowledge is lacking and provide appropriate re-teaching. Bell Ringers and Flashbacks need to be a purposeful review of important content, not just busywork for the beginning of class.	Verbal/Linguistic	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Act it Out	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Create a word wall and post words in the classroom. Then ask students to act out the word and have others guess the definition.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Lucky Number	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Ask a student to choose a number between 2 and 5. Flip through the cards and stop on the number chosen. Ask student for a definition of the card you stop on. --Shuffle before you play again.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Stepping Stones	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Students walk over the stones saying the word and definition and trying to get to the other side of the "stream".	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Hot potato	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Gather students in a circle. Have a small group of students pass a card around while music is playing. When the music stops, whoever is holding the card has to define the word on the card.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Coin toss (partner game)	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Prepare a mat or piece of paper with the vocabulary written in the boxes on a grid. Have students take turns tossing a coin onto the mat and defining/describing the word on which the coin lands.	Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Vocabulary Toolkit, KASC</i>
Back Words	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Tape a vocabulary word on the back of each student and have them walk around until they find someone who can define/describe their word. Then have the student with the word taped on his back guess their word after the clue giver gives the definition/description.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Vocabulary Toolkit, KASC</i>
Obstacle Course Review		Energizer	Map out an obstacle course (preferably a large loop) with a few learners stationed at "question points" along the way. Place a few timers at the start/finish line. Lead all learners through a practice session stopping at each "question point" for a sample review question while proceeding through the physical obstacles, as well. Once everyone is comfortable with the course, start players on the course, one at a time, spaced about thirty seconds apart. The object is for learners to beat their own previous times. Questioners provide one question after another until the player answers one correctly. Rotate roles so that everyone has a few chances to run the obstacle course and act as a questioner.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Musical Chairs		Energizer	Have a group form a circle with chairs facing inward. The leader manages the music, while the group circles around the chairs. When the music stops, everyone must find a chair, but one has been removed. The person left standing must share one thing they've learned related to the present topic of study. Instead of disqualifying this player, however, continue the game until a variety of people have shared what they know.	Verbal/Linguistic, Bodily/Kinesthetic	Whole Class, Individual		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>

Instant Replay		Energizer	Is this an important concept or point? Stop and tell students to stand and partner with the person next to them. Reiterate the point you were making and one of the students acts that point out, the other replays it. You can add time restraints, specify whether there will be sounds or no sounds, words or no words, etc. This can also be used as review as you have the students perform their replays to start class.	Verbal/Linguistic, Bodily/Kinesthetic	Pairs		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Classroom Stage		Energizer	Pause in your lecture (or any direct instruction). Have all students stand up and find 3-5 others to form small groups. The goal of the group is to turn the last part of lecture or discussion into a 1-3 minute act (a role play). For example, they become a giant solar system, complete with the sun, planets, moon, debris and comets. Or, they might role-play a discipline policy you just mentioned.	Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Jump Rope Rhymes		Energizer	Ask learners to make a list of the key concepts and words from the current unit of study. Then organize them into groups of three each and ask them to create a jump-rope ditty that incorporates their main concepts. Once their ditty is done, they get to go outside and practice it while practicing their jump-rope skills simultaneously. Rotate roles so that everyone gets to jump rope.	Verbal/Linguistic, Bodily/Kinesthetic	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Musical Vocabulary	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Give each student a card and have them walk around the room while music is playing. When the music stops, find the nearest partner and teach each other the word. Repeat.	Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic	Whole Class, Individual		<i>Vocabulary Toolkit, KASC</i>
Peer Teaching	Vocabulary Card Game--Create a set of vocabulary cards with the word on one side and definition and/or description on the other. (**Or purchase KASC's Vocabulary Cards)	Vocabulary	Divide the cards among 3 or 4 groups of students and have each group be responsible for teaching the cards to others (song, role play, charades, poem)	Verbal/Linguistic, Bodily/Kinesthetic, Musical/Rhythmic	Small Groups, Pairs		<i>Vocabulary Toolkit, KASC</i>
Misconception Check		Formative Assessment	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.	Verbal/Linguistic, Logical/Mathematical	Whole Class, Individual		www.lincoln.k12.or.us
Comparing Terms		Vocabulary	Use sentence stems to provide structured guidance (ex: The sun and moon are similar because...). The sun and moon are different because...). A Venn diagram can also be used to show similarities and differences. A matrix (more of a chart format) can be used to compare two or more terms and helps students organize ideas for easier review.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Classifying Terms		Vocabulary	Classification can be structured or open-ended. In a structured task, students must take the terms given and place them into set categories. An open-ended task would give the student terms and let them classify based on their own categories.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Analogy Problems		Vocabulary	These are usually statements with one or two terms missing. Students must complete the statement by providing terms to complete the analogy. (Ex: inch is to foot as millimeter is to _____).	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
Creating Metaphors		Vocabulary	A metaphor illustrates how objects or ideas that seem quite different might actually be alike.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>
What is the question?		Vocabulary	This game uses a game board like the TV show Jeopardy. A word is written in each cell on the chart and covered. The teacher can reveal each word and have students state a question that is answered by this word. The game board can have categories across the top and levels of difficulty on the chart from top to bottom.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small Groups, Pairs		<i>Building Academic Vocabulary, Robert J. Marzano</i>

Identifying Similarities and Differences	Working with students to see similarities and differences between two ideas, concepts, etc. enhances their understanding of and ability to use that knowledge	Processing Content, Formative Assessment	Marzano suggests four ways to teach students how to identify similarities and differences: 1. Comparing the similarities and differences between or among things or ideas (use graphic organizers such as the Venn diagram or create a comparison matrix). 2. Classifying involves organizing elements into groups based on their similarities. This can be done through teacher-directed classification with pre-arranged categories, or by student-directed classification tasks (use a boxed table or a "bubble chart"). 3. Metaphors- The key to constructing metaphors is to help students see the abstract relationship between elements 4. Analogies- These are the most complex format for identifying similarities and differences and deal with relationships. Using analogies can deepen thinking by having students make comparisons (ex. oxygen is to humans as _____ is to plants).	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual, Small groups, Pairs		<i>Classroom Instruction That Works, Robert J. Marzano</i>
Mapping	Mapping, mind mapping and webbing are terms often used synonymously to describe the visual representation of hierarchical relationships of a central concept with supporting ideas. Mapping can be used to teach vocabulary, to introduce outlining, to teach note-taking, to use as a prereading activity, etc.	Processing Content, Formative Assessment	1. The teacher or student identifies the topic, main idea or central question, writes it in the center of the page and circles it. 2. The teacher or student identifies secondary categories (may be chapter headings in the text). 3. The secondary categories are connected to the main idea. 4. Students collect or generate supporting details and connect them to the category they support. Process continues until all notes are connected to other notes in a way that makes sense.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual		http://www.clayton.k12.ga.us/departments/instruction/toolsandstrategies.pdf
Teach Someone Else		Energizer	In small groups have learners translate the present topic of study into a lesson that five-year-olds (or six-year-olds, seven-year-olds, etc.) would be able to understand. Provide a selection of props and visual aids for teams to work with. This is a great strategy to ensure everyone understands the basic concepts. Take the lessons and teach them to a class of younger students.	Verbal/Linguistic, Visual/Spatial	Small Groups		<i>Movement with the Brain in Mind, Eric Jensen (with some revisions and additions)</i>
Comparison Charts		Processing Content, Formative Assessment	Comparison charts are a type of graphic organizer. They involve the examinations of similarities and differences among ideas, events, characteristics, etc. Comparison charts may take a number of forms and are an excellent way to engage students individually or in groups as they seek to focus on characters, events, or themes within a single story or compare books, events, or properties within a given theme. Examples include Venn diagrams, matrices, webs, flow charts, etc.	Verbal/Linguistic, Visual/Spatial	Whole Class, Individual		<i>Formative Assessment for Learning Toolkit, KASC</i>
Nonlinguistic representations	Knowledge and information are stored in the memory both in linguistic (word form) and in nonlinguistic form (mental pictures or even physical sensations of touch or sound)	Processing Content, Formative Assessment	Help students create: 1. Graphic representations of new knowledge 2. Generate mental pictures 3. Draw pictures and pictographs 4. Engage in kinesthetic activity	Visual/Spatial	Whole Class, Individual, Small Groups, Pairs	Research has shown that when teachers help students create nonlinguistic representations for new materials, there is stimulation and increased activity in the brain. Graphic organizers are one of the easiest ways to help students create a nonlinguistic representation.	<i>Classroom Instruction that Works, Robert J. Marzano</i>
Organizers	Organizers may be in the form of charts or other items which help visually organize content information in a meaningful, easy-to-read format.	Teaching Content or Concepts	Use an organizer to help your class see key points or big ideas more clearly than simply reading the same information in a straight text format.	Visual/Spatial	All	If these are designed properly, they can be a useful reminder of key information about a specific topic. Organizers are useful in modeling.	<i>Classroom Instruction that Works, Robert J. Marzano (Advance organizers)</i>
Looks Like/Sounds Like	Looks Like/Sounds Like is a way of presenting an activity when you want people to think about a challenging question and come up with responses.	Teaching Content or Concepts	After presenting the challenge, have students prepare a list of what this looks like and sounds like in a classroom.	Visual/Spatial	All	Students analyze their own situation by providing specific examples.	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Quick Draw		Processing Content, Formative Assessment	1. Students think independently about the teacher's prompt. 2. Students draw a sketch in response to the prompt. A few students share out with the class.	Visual/Spatial	Whole Class, Individual		Scaffolding Instruction Handout from Fayette County teacher

Graphic Organizers	Visual aids for organizing thoughts, ideas, and concepts as well as the relationships among various components.	Differentiation - Readiness, Learning Style	<ul style="list-style-type: none"> • Allow choice (as appropriate) of organizers so students can process and "own" ideas and information in ways that work best for them. • Use different graphic organizers within the same activity to vary the complexity of students' processing. 	Visual/Spatial	Whole Class, Individual, Small group, Pairs		<i>The Differentiated Classroom Responding to the Needs of All Learners, Carol Ann Tomlinson</i>
Vocabulary Charades		Vocabulary	Students stand and use movement to answer the teacher's questions. Students can use their arms, legs and bodies to show they know the meaning of the term. Or students can form teams and ask a designated team member to act out the term while others guess the chosen word.	Visual/Spatial, Bodily/Kinesthetic	Whole Class, Individual, Small Groups, Pairs	The movement in this game is a good energizer for students.	<i>Building Academic Vocabulary, Robert J. Marzano</i>
Draw Me		Vocabulary	This is similar to the game, Pictionary. Divide students into pairs or small groups and designate one person on each team to draw on a pad or whiteboard with markers. Have the student select a term or group of terms, then draw quick pictures to illustrate the term. Teachers can display the designated words on cards or on a wall with an overhead projector or other software. Have students in the guessing area keep their backs to the words displayed.	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs	This game helps students visualize and attach picture images to word meanings.	<i>Building Academic Vocabulary, Robert J. Marzano</i>
Puzzle	A puzzle is often simply an organization of important content that you want students to reassemble into a recognizable whole.	Teaching Content or Concepts	Types of puzzles include: <ul style="list-style-type: none"> • Pieces around a center • Strip puzzle • Placemat with individual pieces to go on top. • Matching two halves 	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs, Individual	Puzzles help students actively think about how and why something fits together. Working through a puzzle helps in thinking about all possible options and making group decisions. Style/Intelligence: Kinesthetic, Visual, Interpersonal	<i>Learning Activities from Write Your Own Workshop, KASC</i>
Graffiti Walls	Create a space on the wall where students can brainstorm ideas, list words, phrases or ideas on a given topic.	Processing Content, Formative Assessment	The graffiti wall can be a good way to introduce a new topic or new unit and get students interested and thinking about this new topic.	Visual/Spatial, Bodily/Kinesthetic	Small Groups, Pairs, Individual	These are good for encouraging students to brainstorm on a theme or topic and can serve as a reference during their writing.	<i>Formative Assessment for Learning Toolkit, KASC</i>
Human Graphs	Students actively use evidence and details to support their answers or opinions. Students stand in line and use their bodies to create the segments for a bar graph and support their choice.	Teaching Content or Concepts	Example: Say, "Listen to the following statement: Bobbie Ann Mason and Barbara Kingsolver are Kentucky authors who have similar writing styles." Students line up to show if they: "agree," or "disagree." Once in line, students have to explain their choice to another student in line. Next, one student from each line is called upon to explain their choice aloud.	Visual/Spatial, Bodily/Kinesthetic	Whole Class, Group	Students learn by being actively engaged, especially kinesthetic learners. Learning that involves body movement is easier to recall.	<i>Learning Activities from Write Your Own Workshop, KASC</i>

Tips for trainers

The Snowball

by MIKE McCALL, HOLLY ASHLEY and GIACOMO RAMBALDI

Introduction

One important element at the Mapping for Change conference was the use of parallel working group sessions. These followed the main plenary sessions in the mornings. Each session was devoted to a different topic relating to the morning's discussions. On each of the three conference days, participants were able to choose an afternoon session they wanted to attend.

During these sessions participants focused on different aspects of the day's overall topic. The working groups responded to specific framework questions, which set the scene. On the first and second days, delegates were divided into three groups; on the third day, they were divided into four groups. Afterwards, all the working groups reconvened in a final plenary session to present the summaries of their discussions (Table 1).

But with over 160 participants, the working groups were large. There were only 90 minutes in which to discuss complex issues. So a simple and effective tool was needed to facilitate the discussions.

Table 1: Programme of parallel sessions

Day 1	Topic 1: Enabling and disabling environments for PGIS/ community mapping practice – plenary		
	Working group 1	Working group 2	Working group 3
Day 2	Topic 2: Methodological issues		
	Working group 1: Methods for representing local knowledge/mental maps (what is a community? How to approach community issues? Understanding issues of power; adding authority to ISK etc.)	Working group 2: Supporting cultural heritage preservation and identity building among indigenous Peoples and rural communities.	Working group 3: 'Participatory numbers': issues of scale, accuracy and sensitivity in PGIS practice.
Day 3	Topic 3: Implementation issues (best practice) and ways forward		
	Working group 1: Land and resources rights and entitlement.	Working groups 2 and 3: Participatory land use planning (PLUP), collaborative natural resource management (NRM).	Working group 4: Networking and communication.

The conference organisers had chosen a single method for this, called the Snowball.

Snowballing

Snowballing (or pyramiding) involves participants working first alone, then in pairs, then in groups of four, and then in groups of eight.

The participants work on an issue by responding to particular questions, e.g. lists of keywords, or answers to a valued question, or they are asked to agree or disagree with a given phrase. The

participants are also asked to give the reasons for their responses.

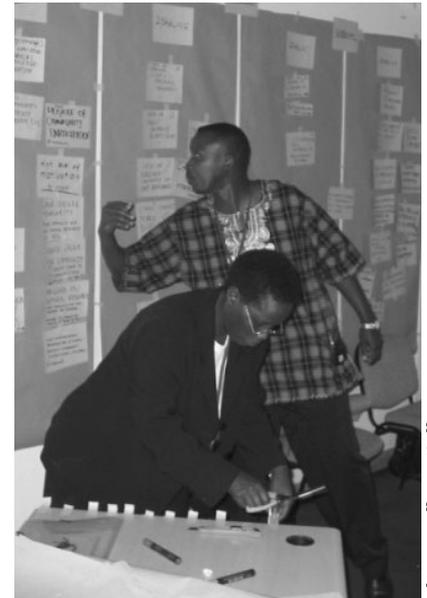
The facilitator then asks a representative from each group to present the outcomes of their debate to the other groups, by placing their findings (one each on separate pieces of paper or card – meta-cards) on large sheets of paper, put up on the walls.

At the conference sessions, two people facilitated each session and a note-taker was chosen to write up the findings at the end, to present at the closing plenary session each day.

Participants discuss and sort cards



Martin Sekeleti from Zambia and Rahab Njoroge from IIRR collating cards on the wall



Photos: Mike McCall

Method

1. The facilitator opens the session by introducing a specific question or questions for discussion. For example, on Day 1, each working group was asked to consider the following question:

In your experience and knowledge, what internal and external factors and conditions influence PGIS practice?

These are already written on large sheets of paper pinned to the wall or projected onto a screen. The question should be as clear and unambiguous as possible.

Participants begin individually, by writing down her or his individual responses (to discuss it later with a partner). You can write on meta-cards, or you can use a notebook.

Time needed: keep it brief – three to five minutes depending on the length and complexity of the question, and on the age and experience of the participants.

2. Participants join together in pairs and discuss their responses with their

partner. They may reach a consensus agreement on the responses. If not, they should be clear about what are their differences, and why. Using A5 meta-cards, the pairs write down their thoughts – for example, funding, training, etc. Not more than two to five words per card if possible.

Time need: five to ten minutes.

3. Pairs join together into groups of four. All meta-cards are put on the floor in the middle of a circle. Cards are grouped and re-written if necessary to capture similar content. Repeat the same process as for step 2. This new group shares its thoughts and reflections and any new ideas each pair has brought to the group.

Time need: five to ten minutes.

4. Groups of four may join together into group of eight, and repeat the process, or until the session has reached 'critical mass' – i.e. there are only a few main groups left. But eight people is a big group and may not be suitable for easy discussions, although at the conference groups were as big as 16 people.

Time need: five to ten minutes.

5. Next, the groups sort out the cards on the floor, showing the issues they have identified. As before, the cards can be easily mixed and sorted and re-organised etc. into sets or groups of types of response. Use new cards to make main headings for each group of answers. Participants do this themselves, with help from the facilitator. This stage is not easy – sorting the cards into logical but distinct groups or sets with appropriate headings (names) requires organisational, conceptual and verbal skills.

Time need: ten to fifteen minutes.

6. When everyone is agreed on the responses and the grouping of the responses, the facilitator asks a representative from each group to stick the cards on to the wall (with masking tape, pins, etc.), so that everyone can see them. The representative explains the group's reasons for the responses.

Time need: five to ten minutes per group.

Participants Peter Minang, Robert Chambers and Peter Kyem collectively re-organise the cards on the floor into headings.



7. At this stage, and if there is time or it is felt appropriate, the groups can collectively re-organise the cards on the wall into headings/types of response, as done in step 6.

Time need: ten to fifteen minutes.

8. The note-taker then writes up the session findings, ready to present at the closing plenary session. An easy way to record the results is to take a digital photo of the cards on the wall.

Advantages

- This tool allows for easy comparison between the findings of each group.
- If used in subsequent parallel working group sessions, the participants are already familiar with the tool.

- Full involvement – everyone is involved in the first three rounds of single, pairs, and probably the foursomes.
- It is more inclusive and participatory than e.g. a plenary meeting, a general discussion, or a question and answer session.
- Shy participants feel more confident about giving their views in pairs or in small group because they must begin with writing down their own response. There is limited eye contact, as cards are grouped on the floor and the focus of discussion is centred on them.
- It is focused on an issue and questions of interest (at least to the organisers and facilitator).
- The original questions come from outside, i.e. the organisers – but the

questions could have been developed in a participatory way.

What the participants thought of the working group sessions....

I learnt more from the parallel workshop sessions than from the plenary sessions (except of course from key-speakers). I regret the workshops were divided in four parallels tracks. I think two would have been enough with a better pre-selection of the communications for the plenary session.

All the participants contributed very well especially in working group sessions. We learnt a lot from others, and made contacts.

Needed more time dedicated to question periods and presentations. Perhaps re-thinking the workshop activities – they were too rushed... include a period for focus groups of similar backgrounds i.e. NGO groups, aboriginal groups, governments, academia, etc.... This would bring those with similar ideas together to brainstorm. It would focus the discussion during the workshop activities.

The level of participation, exchange and communication among participants was very high and contributed to a learning process to many if not all participants. I did find it unfortunate on some occasions though, that I missed some interesting presentations in other working groups while participating in another one.

The sessions were well planned, and the smaller workshops gave one the opportunity to debate about things with other attendees.

The methods adopted for group discussions allowed for all of us to participate and share our views on issues.

Assessment title:

Student First Name

Collection of Quotes about Reflection & Reflective Practice – July 2011
Global Alliance for Justice Education, Michele Leering, leeringm@lao.on.ca
McGill citation style

"It is ironic that in institutions where the Socratic Method is the main currency, law schools do not do more to promote reflection. Socrates himself states, "[L]ife without enquiry is not worth living." Through reflection and discernment, students develop skills to endure and excel with grace in humility in law school as well as in the profession."

Paula Lustbader, "You are Not in Kansas Anymore: Orientation Programs Can Help Students Fly over the Rainbow" (2007-2008) 47 Washburn L.J. 327 at 337.

"...reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciation. It may take place in isolation or in association with others."

David Boud, Rosemary Keogh and David Walker, eds., *Reflection: Turning Experience into Learning* (New York: Kogan Page Ltd., 1985) at 19.

"We are inclined to think of reflection as something quiet and personal. My argument here is that reflection is action-oriented, social and political. Its 'product' is praxis (informed, committed action), the most eloquent and socially significant form of human action."

Stephen Kemmis, "Action Research and the Politics of Reflection" in David Boud, Rosemary Keogh and David Walker, eds., *Reflection: Turning Experience into Learning* (New York: Kogan Page Ltd., 1985) 139 at 141.

"Reflection is a basic mental process with either a purpose, an outcome, or both, applied in situations in which material is unstructured or uncertain and where there is no obvious solution."

Jennifer A. Moon, *Reflection in Learning and Professional Development: Theory & Practice* (Sterling, Virginia: Kogan Page, 1999) at 10.

"By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest."

Confucius cited in Karen Hinnett *Developing Reflective Practice in Legal Education* (Warwick : Warwick Printing Press, 2002).

"The purpose of reflection is therefore to bring our reasoning processes and behaviour patterns to the surface and make them explicit. However, uncovering these can be difficult because so much of this knowledge is tacit and spontaneous. When we develop a pattern of behaviour that works in certain situations, we will tend to repeat it until it becomes automatic. We can't describe the processes involved because we are not aware of what is going on.. It is only when something goes wrong or something unexpected happens that we may stop and think about what we did and what we could or should have done in the situation."

Carolyn Maughan, "Learning how to learn: the skills developer's guide to experiential learning" in Julian Webb & Caroline Maughan, eds., *Teaching Lawyers' Skills*, (London: Butterworths, 1996) 59 at 76.

“The insistence that the oppressed engage in reflection on their concrete situation is not a call to armchair revolution. On the contrary, reflection – true reflection – leads to action.”

Paulo Freire, *Pedagogy of the Oppressed* (New York: Continuum, 2000) at 66.

"Raelin... argues that reflection is fundamental to learning and that it provides a basis for future action. We cannot learn from our actions unless we are aware of the consequences of our behavior. There is a gap between what we think we do- 'espoused theory'- and what our behavior shows- 'theory in use' (Argyris and Schön, 1978). Senge (personal conversation, 1999) states that 'our core challenge is to become more reflective on the reasoning that guides our actions and gradually improve our theories-in-use'."

K. Ayas & N. Zeniuk, "Project-based Learning: Building Communities of Reflective Practitioners" in Christopher John Grey & Elena Antonacopoulou, eds., *Essential Readings in Management Learning* (Thousand Oaks, CA: Sage, 2004) 271 at 272.

"Teachers of law need ways of thinking and talking about legal education that will help us and help our students to confront, critique, and "see through" the prosaic, technical legalism of law school. We need a language that makes rather than denies meaning. To engage in the everyday reality of becoming a lawyer without reflecting on where it is taking us and what kind of journey it may turn out to be, or on how we are remaking ourselves to serve purposes we abhor, means that we give up on our own souls."

James R. Elkins, "Writing Our Lives: Making Introspective Writing a Part of Legal Education" (1993) 29:1 Willamette L. Rev. 577 at 597.

"It's hard to look at modern life and see our capacities for reflection or meaning-making. We don't use our gifts to be more aware or thoughtful. We're driven in the opposite direction. Things move too fast for us to reflect, demanding tasks give us no time to think, and we barely notice the lack of meaning until forced to stand still by illness, tragedy, or job loss. But in spite of our hurry, we cannot stop life's dynamic of self-reference or the human need for meaning. If we want to influence any change, anywhere, we need to work *with* this powerful process rather than deny its existence."

Margaret J. Wheatley, *Leadership and the New Science* (San Francisco: Berrett-Koehler Publishers Inc., 2006) at 147.

Donald Schön describes reflection as enabling one to uncover knowledge in and on action. "Schön suggests that, in practice, reflection often begins when a routine response produces a surprise, an unexpected outcome, pleasant or unpleasant. The surprise gets our attention. When intuitive, spontaneous performance yields expected results, then we tend not to think about it; however, when it leads to surprise, we may begin a process of reflection."

Elizabeth Anne Kinsella, "Technical Rationality in Schön's Reflective Practice: Dichotomous or Non-Dualistic Epistemological Position" (2007) 8 Nursing Philosophy 102 at 108.

"Experience is valuable in helping us to reflect on how we learn - particularly on how, as learners, we experience the interplay between cognition and metacognition. This is crucially important in shaping the effectiveness of learning and in influencing students' motivations to learn."

Julian Webb, "The "Ambitious Modesty" of Harry Arthurs' Humane Professionalism" (2006) 44 Osgoode Hall L.J. 119 at 151.

“The outcomes of reflection may include a new way of doing something, the clarification of an issue, the development of a skill or the resolution of a problem. A new cognitive map may emerge, or a new set of ideas may be identified. The changes may be quite small or they may be large. They could involve the development of perspectives on experience or changes in behaviour. The synthesis, validation and appropriation of knowledge are outcomes as well as being part of the reflective process. New links may be formed between previously isolated themes and the relative strengths of relationships may be assessed. Again, a significant skill in learning may be developed through an understanding of one’s own learning style and needs.”

David Boud, Rosemary Keogh and David Walker, eds., *Reflection: Turning Experience into Learning* (New York: Kogan Page Ltd., 1985) at 34.

“Opening the contemplative mind in schools is not a religious issue but a practical epistemic question... Inviting contemplative study simply includes the natural human capacity for knowing through silence, pondering deeply, beholding, witnessing the contents of consciousness and so forth.

These approaches cultivate an inner technology of knowing and thereby a technology of learning and pedagogy without any imposition of religious doctrine whatsoever. If we knew a particular and readily available activity would increase concentration, learning, well-being and social emotional growth, and catalyze transformative learning, we would be cheating our students to exclude it.

Long dormant in education, the natural capacity for contemplation balances and enriches the analytic. It has the potential to enhance performance, character and the depth of the student’s experience.”

Tobin Hart, “Opening the Contemplative Mind in the Classroom” (2004) 2 J. Transformative Educ. 28 at 29.

“A practitioner’s reflection can serve as a corrective to over-learning. Through reflection, he can surface and criticize the tacit understandings that have grown up around the repetitive experiences of a specialized practice, and can make new sense of the situations of uncertainty or uniqueness which he may allow himself to experience.”

Donald A. Schön, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books Inc., 1983) at 61.

Reflective practice is “a dialogue of thinking and doing through which I become more skillful.”

Donald A. Schön, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books Inc., 1983) at 31.

“In the varied topography of professional practice, there is a high, hard ground where practitioners can make effective use of research-based theory and technique, and there is a swampy lowland where situations are confusing “messes” incapable of technical solution. The difficulty is that the problems of the high ground, however great their technical interest, are often relatively unimportant to clients or to the larger society, while in the swamp are the problems of the greatest human concern.”

Donald A. Schön, *The Reflective Practitioner: How Professionals Think in Action* (New York: Basic Books Inc., 1983) at 42.

Reflective practice begins “where practitioners are problematizing their practice and learning afresh about both the knowledge and skills and attitudes that their practice demands.”

Peter Jarvis, *The Practitioner-Researcher: Developing Theory from Practice* (San Francisco: Jossey-Bass, 1999) at 178.

“The capacity to reflect on one's own strength and weaknesses, to learn from constructive criticism, and to practice critical reflection by monitoring one's own work performance and interpersonal interactions is essential to the ability to learn from experience and is the cornerstone of the journey to becoming a lifelong learner. While reflective practice is a desired attribute of law graduates, it is currently not widely adopted in legal education.”

Judith McNamara & Rachel Field, “Designing Reflective Assessment for Workplace Learning in Legal Education” (Paper presented at the ATN Evaluation and Assessment Conference, 29-30 November 2007) online: <http://www.eac2007.qut.edu.au/proceedings/proceedings_ebook.pdf> 87.

“The Reflective Practitioner engages in what Lucie White has called “situated theoretical practice.” In this view theorizing is a necessarily partial, provisional, and perspectival activity. It is an approach that acknowledges the manner in which subjects are socially constructed, and acknowledges particularly how the differing social and cultural understandings of lawyers and clients complicate their interactions. Reflective practice is a bottom-up, rather than a top-down, approach to knowledge. In contrast to older, more static and more authoritative approaches to theory-building, the Reflective Practitioner continually engages the humble process of revising and reinterpreting her understandings and strategies in accordance with the new situations and experiences that she encounters in her practice.”

Ruth Margaret Buchanan, “Context, Continuity, and Difference in Poverty Law Scholarship” (1993-1994) 48 U. Miami L. Rev. 1000 at 1035.

“By reflecting on the ideological factors, and the politics that inform our workplaces, we can become what Giroux calls transformative intellectuals. We can begin to rethink and reform the traditions that may prevent us from becoming active reflective practitioners (Giroux, 1998). Reflection on practice thus leads us to a closer examination of the contexts of our clients’ lives, the contexts of our practices, and the systematic factors that influence both of these. The insight that we gain through reflection can provide a foundation for our actions, as we advocate for our clients and for systemic change.”

Elizabeth Anne Kinsella, “Reflections on Reflective Practice” (2001) 68 Can. J. Occupational Therapy 195 at 197.

“Reflective practice has its roots in the Enlightenment idea that we can stand outside of ourselves and come to a clearer understanding of what we do and who we are by freeing ourselves of distorted ways of reasoning and acting. There are also elements of constructivist phenomenology in here, in the understanding that identity and experience are culturally and personally sculpted rather than existing in some kind of objectively discoverable limbo.”

Stephen D. Brookfield, *Becoming a Critically Reflective Teacher* (San Francisco: Jossey-Bass, 1995) at 214.

"A reflective practice model encourages the development of both cognitive and affective theories of moral and ethical behaviour, challenging students to integrate these into their personal belief systems as a result of their experiences instead of (at best) passively absorbing the "rules" of professional conduct."

Julia Macfarlane, "Assessing the "Reflective Practitioner: Pedagogic Principles and Certification Needs." (1998) 5:1 Int'l J. Legal Prof. 63 at 78.

".. the "reflective practitioner" model seeks to integrate knowledge and skills. Starting from the premise that law only has meaning through its application to concrete situations and through its effects upon society, "reflective practitioner" – oriented education would emphasize that knowledge is best acquired through learning that is "dynamic, open-ended and contextual." Promoting reflection, rather than just narrowly conceived "competency," "reflective practitioner training would emphasize reflectiveness, the exploration of feelings, self-awareness and self-appraisal." "Knowledge," under this model includes the development of responsive to change, flexibility and professional self-growth rather than merely on knowledge of the black letter legal rules. Such an education would encourage team work as fostering self-reflection and awareness of the learning process. (cites omitted)

Annie Rochette & Wesley W. Pue, "Back to Basics? University Legal Education and 21st Century Professionalism" (2001) 20 Windsor Y.B. Access Just. 167.

"Each of us can bring the practice of wisdom into our careers, our politics, and the life choices we make, deepening and empowering our work for a more just, sustainable, and reflective world. It nourishes our equanimity and resilience to deal with overwhelming problems, our capacity for maintaining balance in our lives, and our ability to see clearly the conditions around us and understand them in a large perspective of constant change and interconnected relationships. It can help us deal with the problem of burnout- the exhaustion of idealistic ventures where there is a bottomless well of needs and our efforts always fall short."

Charles Halpern, *Making Waves and Riding the Currents: Activism and the Practice of Wisdom* (San Francisco: Berrett-Koehler Publishers, Inc., 2008) at 259.

"In order to do social justice for life, it is important to engage in regular reflection. For physical and mental health, regular reflection on your life and the quest for justice is absolutely necessary. For some people, this is prayer. For others, it is meditation. For still others, it is yoga or some other method of centering reflection and regeneration.

Most of the people I know who have remained engaged in social justice advocacy over the years have been people who regularly make time to reflect on what they are doing, how they are doing it and what they should be doing differently. Reflection allows the body and mind and spirit to reintegrate. Often, it is in the quiet of reflection that insights have the chance to emerge."

William P. Quigley, "Letter to a Law Student Interested in Social Justice" (2007-2008) 1 DePaul J. Soc. Just. 7 at 23.

"Reflection is a window through which the practitioner can view and focus self within the context of her own lived experience in ways that enable her to confront, understand and work towards resolving the contradictions within her practice between what is desirable and actual practice. Through the conflict of contradiction, the commitment to realize desirable work and understanding why things are as they are, the practitioner is empowered to take more appropriate action in future situations."

Christopher Johns, *Becoming a Reflective Practitioner* (Blackwell Science: Oxford, England, 2000) at 34.

"Journal writing provides a space for personal, declarative discourse that is stifled in most law school writing assignments. The second contribution that journals can make is to help the law student to maintain a sense of self throughout the process of professional socialization that takes place in law school. By using the journal to relate the values that she brought to law school to the methods and materials of law study, the student can appropriately evaluate what is being taught and learned. Journals provide a space for students to work through how they feel about the roles that they are asked to assume in the law school, whether in the traditional classroom of the clinic."

J.P. Ogilvy, "The Use of Journals in Legal Education: A Tool for Reflection" (1996-1997) 3 *Clinical L. Rev.* 55 at 81.

"The leader as a reflective practitioner sets the tone for learning. Leaders should ideally also take a significant role in the change process by engaging in personal transformation, and become coaches and facilitators serving others. Sustainability and continuity of learning initiatives seem to be much more prevalent in organizations where leaders 'lead by learning' and are fully engaged in the process, assuming a leadership role in the transformation."

K. Ayas & N. Zeniuk, "Project-based learning: Building Communities of Reflective Practitioners" in Christopher John Grey & Elena Antonacopoulou, eds., *Essential Readings in Management Learning* (Thousand Oaks, CA: Sage, 2004) 271 at 283.

"In clinical practice students would benefit from discussing how reflective practice works, such as helping make the unconscious conscious, and helping lawyers to be more mindful of their assumptions before acting on them. Reflective practice could help a lawyer to acknowledge a bias or other emotional response that could lead to difficulties and jeopardize the fiduciary relationship, ideally before a problem develops."

Colin James, "Seeing Things As We Are: Emotional Intelligence and Clinical Legal Education" (2005) 8 *Int'l J. Clinical Legal Educ.* 123 at 140.

"My goal in promoting reflective behaviour, however, is even broader. A student who observes and evaluates herself - her thinking, feelings, learning or acting - is also being reflective, and valuably so. I want students to improve their ability to be reflective in all aspects of their personal and professional lives, and not just within the cognitive domain and not just with legal problems."

J.P. Ogilvy, "The Use of Journals in Legal Education: A Tool for Reflection" (1996-1997) 3 *Clinical L. Rev.* 55 at 76.

"Like any skill, reflective practice requires training and practice if it is to be well done. The process sounds simple but, in our experience, the challenges are substantial: learning pattern recognition and analysis, understanding system dynamics and complexities, and testing the underlying assumptions of long-established practice. We've seen practitioners become discouraged when what sounded like a friendly session of peers sitting around and sharing positions and practices turned into deep questioning and uncomfortable peeling back of the onion of practice. Initial sessions may yield more questions than answers and create uncertainty where previously there had been the comfort of unquestioned certainty. But those who persist and become skilled can take their practice to another, more intentional and sophisticated level."

Frances Westley, Brenda Zimmerman, & Michael Q. Patton, *Getting to Maybe: How the World is Change* (Toronto: Vintage Canada, 2007) at 89.

“Reflective practice is learning and developing through examining what we think happened on any occasion, and how we think others perceived the event and us, opening our practice to scrutiny by others, and study texts from the wider sphere. Reflexivity is finding strategies for looking at our own thought processes, values, prejudices and habitual actions, as if we were onlookers.”

Gillie Bolton, *Reflective practice: Writing & professional development*, 2d ed. (Thousand Oaks, California: Sage, 2005) at 7.

“Among the professions, legal education stands nearly alone in its contempt for the idea of a reflective practicum. Because it does not expect itself to produce practitioners, legal education is in many ways closer to liberal arts education than it is to professional education *as other professions define it*. In other professions, practica might not be as effective as they could be. But at least they are required courses, taking up large parts of the curriculum. It would be unthinkable to graduate physicians with no clinical clerkships or architects with no experience in a design studio.”

Richard K. Neumann Jr., “Donald Schön, the Reflective Practitioner, and the Comparative Failures of Legal Education” (1999) 6 *Clinical L. Rev.* 401 at 426.

“A focus on learning from experience presupposes that there are many ways in which we come to know, and that different kinds of knowledge are important for practice. In the past, the emphasis on health care has been on technical, rational and scientific knowledge, however there is currently a growing recognition that professionals from all walks of life need to develop knowledge that is broad and multifaceted (Schön, 1983, 1987). As well as technical knowledge, it is suggested that professionals need to develop practical knowledge, social, political and economic knowledge, and self-knowledge (Clarke, James & Kelly, 1996). One way of fostering these ‘other ways of knowing’ is through reflection (individual and collaborative). Furthermore, professionals possess knowledge that is *explicit*- that which we can say, as well as knowledge that is *implicit*- that which we cannot say but which is revealed in our actions (Argyris and Schön, 1992). Reflective approaches suggest that it is important to examine our actions in practice in order to discover this implicit knowledge which influences what we actually do in practice.”

Elizabeth Anne Kinsella, “Reflections on Reflective Practice” (2001) 68 *Can. J. Occupational Therapy* 195 at 196.

Reflective practice is “a process, incorporating a range of different techniques, through which one can acquire a deeper understanding of oneself and one’s interconnections with others and one’s working environment.”

Cheryl Hunt, “An Adventure: From Reflective Practice to Spirituality” (1998) 3(3) *Teaching in Higher Educ.* 325 at 326.

“Reflective practice is “the practice of periodically stepping back to ponder the meaning of, what has recently transpired to us and to others in our immediate environment. It illuminates what the self and others have experienced, providing a basis for future action. In particular, it privileges the process of inquiry, leading to an understanding of experience that may have been overlooked in practice. ... It typically is concerned with forms of learning that seek to inquire about the most fundamental assumptions and premises behind our practices.” (Raelin as cited in Hoyrup & Elkjaer)

Steen Hoyrup & Bente Elkjaer, “Reflection: Taking it Beyond the Individual” in David Boud, Peter Cressey & Peter Docherty, eds. *Productive Reflection at Work: Learning for Changing Organizations* (New York: Routledge, 2006) at 36.

“The goals of reflective practice fall into many categories. They may include **improving practice instrumentally**, “just doing it better,” by understanding how to apply wisdom, artistry and personal practical knowledge gained through experience, as well as professional, academic knowledge (Frost, 2001; Schon, 1983). Or **improving practice through the use of more critical techniques**, that is, by better understanding the workings of power and ideology in institutions, practices and structures of work and thus aiming for more equitable and less oppressive conditions (Brookfield, 2000). Or in **encouraging transformational learning and perspective shifts** (Mezirow, 1998) through reflective techniques. Or, in **postmodern and poststructural perspectives**, where educators come to understand how the co-construction of subjectivities or categories of identity are intrinsically bound up with how power/knowledge and language/discourse structures operate in relationship with others (Chapman, 2003; Usher, Bryant, & Johnston, 1997). Or by **enhancing the long-term personal value and holistic appreciation of the professionals’ ethical and moral practice** (Dawson, 2003). The goals are not mutually exclusive; all may be in play at once (Chapman & Anderson as cited in English, 545)

“An experienced reflective practitioner purposefully establishes a clearly articulated goal for their reflective practice, makes disciplined use of a personally satisfying method for reflection selected from many varieties available, regularly assesses what they learn from their reflections, and, above all, makes a commitment to make changes to their practice, selected from many varieties available, regularly assesses what they learn from their reflections, and, above all, makes a commitment to make changes to their practice, personally or professionally based upon that learning.” (Chapman & Anderson, 541-542)

“Increasingly, reflective practice is viewed not only as an action, but also as a way of being, an orientation, which must be cultivated.” (Willis as cited in English, 545)

Leona English, ed., *International Encyclopedia of Adult Education* (New York: Palgrave, 2005)

“We also need pedagogies that enable the integration of theory and practice in a simple yet meaningful way. “Reflective practice,” which comprises a responsiveness to change, flexibility, and an emphasis on professional self-growth, is increasingly talked about as an appropriate contemporary goal for educators and practitioners alike. A reflective practice model, used widely in medical and nursing education, focuses on teaching future professionals to analyze and learn from their experiences, emphasizing self-awareness, self-critique and constant analysis and review. The next generation of lawyers cannot possibly master the ever-changing and expanding substance of legal regulation and precedent. Instead, they require effective problem-solving skills and the ability to learn from their experiences. However, the emphasis on information transmission and knowledge testing in law school does little or nothing to teach and promote reflective practice and the related capacity for problem solving. Information transmission via lectures that deal extensively with legal rules but ignore dispute resolution, client service, and professional attitudes promotes neither reflective practice nor problem solving. Whereas reflective practice and problem solving require adaptability, flexibility and an openness to chance, law school teaches adherence to rule, regulations and existing legal pedagogic, and cultural norms. In short, if we are serious about accepting responsibility to relate legal education to legal practice, and about using “reflective practice” as a central concept and tool for teaching and learning in legal education, we must be ready to challenge the entrenched values and pedagogic assumptions of legal education and consider radical redesign.”

Julie Macfarlane, *The New Lawyer: How Settlement is Transforming the Practice of Law* (Vancouver: UBC Press, 2008) at 229.

“Critical reflective practice need not take a politically or ideological stance other than its insistence on an inquiry that is genuine and that actually seeks out disconfirmation of immanent mind-sets. What is strange or contradictory should produce zeal in the activity of the reflective practitioner because of its potential to disclose new knowledge. It is thus supportive of what Argyris and Schön (1974) call “double-loop learning,” which not only questions the means toward already pre-formulated goals but the goals themselves as well as the values underlying them. Reflective practitioners thus are known to question why things are done in a historical way; to accredit the local and informal knowledge that has been acquired on the subject at hand; to admit nontraditional forms of knowledge, such as emotions, into the inquiry; to question the questions that they tend to resort to; to look for discrepancies between what they have others say they do and what they actually do; and to try to become aware of how their reasoning may at times become self-referential and self-confirming (Bright, 1996; Raelin, 1997).”

Joseph A. Raelin, “The Return of Practice to Higher Education” (2007) 56(1) J. General Educ. 57 at 66.

“Reflective practice is an approach to professional development that has the potential to benefit therapists, as well as clients and communities. Reflective practitioners think about their experiences in practice and view them as opportunities to learn. They examine their definitions of knowledge, seek to develop broad and multifaceted types of knowledge, and recognize that their knowledge is never complete. Reflective practitioners are concerned about the contexts of their practice and the implications for action. They reflect on themselves, including their assumptions and their theories of practice, and take action grounded in self-awareness. Finally reflective practitioners recognize and seek to act from a place of praxis, a balanced coming together of action and reflection.”

Elizabeth Anne Kinsella, “Reflections on reflective practice” (2001) 68:3 Canadian Journal of Occupational Therapy 195 at 198

“Reflective practice is significant for law teachers on a number of levels. Law professors can use it to examine their own practices as teachers, thereby modeling reflective practice for their students and colleagues as a positive lifelong educational approach to professional life. Law professors can also use reflective practice as a teaching technique, encouraging their students to apply it in their careers as practicing attorneys.”

Filippa Marullo Anzalone, “It All Begins With You: Improving Law School Learning Through Professional Self-Awareness and Critical Reflection” (2000) 24 Hamline L. Rev. 325 at 347.

“... reflective practice at its best is neither just a set of operational techniques nor only a clearly identifiable group of academic skills, but is rather a critical stance. Good reflective practice takes practitioners beyond mere competence towards a willingness and a desire to subject their own taken for granted and their own activities to serious scrutiny.”

Ron Johnston & Graham Badley, “The Competent Reflective Practitioner: Innovation and Learning in Education” (1996) 2 Int. J. Reflective Practitioner 4 at 10.

“Reflection is a discursive way of creating a space for focusing on problematic situations and of holding them for consideration without premature rush to judgment.”

Steen Hoyrup & Bente Elkjaer, “Reflection: Taking it Beyond the Individual” in David Boud, Peter Cressey & Peter Docherty, eds. *Productive Reflection at Work: Learning for Changing Organizations* (New York: Routledge, 2006) at 23.

“The word “professional” originally meant someone who makes a “profession of faith” in the midst of a disheartening world. That root meaning became diminished as the centuries rolled by, and today it has all but disappeared. “Professional” now means someone who possesses knowledge and techniques too esoteric for the laity to understand, whose education is proudly proclaimed to be “value free.”

The notion of a “new professional” revives the root meaning of the word. This person can say, “In the midst of the powerful force-field of institutional life, where so much conspires to compromise the core values of my work, I have found firm ground on which to stand—the ground of personal and professional identity and integrity—and from which I can call myself, my colleagues, and my profession back to our true mission.”

Higher education needs to educate people in every field who have ethical autonomy and the courage to act upon it—who possess knowledge, skill, and the highest values of their vocations. Can such an education become a reality? Yes, if we who educate can think and act like the new professionals we need to raise up.”

From Parker Palmer’s *The New Professional: The Aims of Education Revisited* retrieved 2 February 2010 <http://www.changemag.org/Archives/Back%20Issues/November-December%202007/full-new-professional.html>

“Practicing their profession reflectively gives teachers a variety of ways to inquire into teaching, enabling them to discover, examine and test working assumptions. For example, reflective practice can be experienced communally with peers. Faculty colloquia and symposia on teaching and learning, informal brown bag lunches, and setting aside times in the law school schedule to discuss experiences are just some techniques for practicing reflectively in community. By sharing stories of classroom successes, talking about personality style clashes and dissonant experiences in the classroom, we emphasize our own agency as active learners by seriously and collectively reflecting in action. By reaching into the knowledge in action in our own work sites to improve our practices, law faculty would be practicing reflectively, emphasizing their professional obligation to engage in continuous lifelong learning. “

Filippa Marullo Anzalone, “It All Begins With You: Improving Law School Learning Through Professional Self-Awareness and Critical Reflection” (2000) 24 Hamline L. Rev. 325 at 348.

“... professional schools cannot directly teach students to be competent in any and all situations; rather, the essential goal of professional schools must be to form practitioners who are aware of what it takes to become competent in their chosen domain and to equip them with the reflective capacity and motivation to pursue genuine expertise. They must become “metacognitive” about their own learning, to use the psychologist’s term.”

William M. Sullivan *et al.*, *Educating Lawyers: Preparation for the Profession of Law*, *The Carnegie Foundation of Teaching* (San Francisco: Jossey-Bass, 2007) at 173

“Reflective action is bound up with persistent and careful consideration of practice in the light of knowledge and beliefs, showing attitudes of open-mindedness, responsibility, and whole-heartedness.”

Neville Hatton and David Smith, “Reflection in Teacher Education: Towards Definition and Implementation” (1995) 11:1 *Teaching & Teacher Education* 33 at 34.

Core Proposition 4- Lessons with Hyperlinks

More Jen & Erin PLC notes:

https://docs.google.com/document/d/1tPK1RIg6or_XSnw_m28I1QX7loFT1AiGJpxDwU8zAUo/edit

Core Prop 4 UBD:

https://docs.google.com/document/d/10fOk__tMpSCg_u6iyHciS_NaXXdsoAUj2TegSBhMxA0/edit

Lesson #1: Core Proposition 4 Evidence Review

Facilitator's Guide:

https://docs.google.com/document/d/1pUJdSStnrQe2NuSE_FQQynxnnU0_3vLAYvmIWJrpyrk/edit

Activity Handouts:

https://docs.google.com/document/d/1pUJdSStnrQe2NuSE_FQQynxnnU0_3vLAYvmIWJrpyrk/edit

What Book Link:

<http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf>
<http://accomplishedteacher.org/>

Lesson #2: Crosswalking Core Proposition 4 with National Board Reflection Standards

Facilitator's Guide:

<https://docs.google.com/document/d/1IHSswM4k4PozhB9G6RfpVtV6xBvJeDgvD227zFf9jGs/e/dit>

Activity Handouts:

(activity)

https://docs.google.com/document/d/1Jw5Q7jrT8Fi2_4FewKCyvBRNWGRBIGV9rEYafK2cM2A/edit

Reflection Standards Bundle:

<https://drive.google.com/open?id=0BxWch6B5or3bY1hUOEVWbFVxbFE>

Lesson #3: Exploring Problems of Practice Rooted in Core Prop 4

Facilitator's Guide:

https://docs.google.com/document/d/1ayVdQR7Xkq_3jNQ-9XXw8kUsMAzMhK78rCj6NIsAFBo/edit

Activity Handouts:

<https://docs.google.com/document/d/1MychjjQjB3guNFBSlphY08gFWBAcl1QDzNAEPsXU6Pw/edit#heading=h.40kwce78uznu>

Readings:

https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cnDMbhAgM3Eo0/edit

Lesson #4: Roundtable on Problems of Practice Rooted in Core Prop 4

Facilitator's Guide:

<https://docs.google.com/document/d/1InwZQ-rweC12xW8fmuNhExGEWNciTXlzX9opCArrzoQ/edit>

Activity Handouts:

<https://docs.google.com/document/d/1WzeLIT9Ma8LQy7VId8gJRk1Ik07IVueOYA0xviWbHfw/edit>

Readings:

https://docs.google.com/document/d/12E4CGZu2TZqmeqcUqOhChk4S_kdKR-cnDMbhAgM3Eo0/edit

Lesson #5 Accomplished Teachers Learn from Experience: Making Decisions Based in Reasoned Judgement

Facilitator's Guide:

<https://docs.google.com/document/d/1pB-aC1Tsys22uY09ogoH8L5GA7TiH-mpJtB7xupX5HY/edit?usp=sharing>

Activity Handouts:

<https://docs.google.com/document/d/1JbWBNfLqtJmqPQ1z0HkQIoyJUNfQURuY977QepY87BE/edit?usp=sharing>

<https://docs.google.com/document/d/1WzeLIT9Ma8LQy7VId8gJRk1Ik07IVueOYA0xviWbHfw/edit?usp=sharing>

Lesson #6 Learning to Use Reflection to Enhance Practice and Increase Student Learning

Facilitator's Guide:

https://docs.google.com/document/d/1LC3WbCrr0DSQ514F_PiHydMqEi68CSfb3P2Lb5WTO4/edit?usp=sharing

Activity Handouts:

<https://docs.google.com/document/d/1DrflYtS9R6eu7Y1FE-nEJRApltCnS-YqrUWK7sBgPiA/edit?usp=sharing>

<https://docs.google.com/document/d/1LWSinmKzaEeXuLDXT1A1pH0eYpvQxwdYI32w41AsP0s/edit?usp=sharing>

https://docs.google.com/document/d/1wtxeKRiQ6REH7nX_Dzhc99YDhoVpB0hB4iSV5XO5GVY/edit?usp=sharing

https://docs.google.com/document/d/1bQg5EaowoZSox5L-dREU893OyQZH_cM4OoXXuAKlAMg/edit?usp=sharing

Lesson #7: Thinking Systematically about Student Practice

Facilitator's Guide:

https://docs.google.com/document/d/10Nr1-2UAamMtT9ktvW2EXC_v-HI5_5h--CxKngVCjMw/edit?usp=sharing

Activity Handouts:

<https://docs.google.com/document/d/1CYXOLvtyX4lN1ldXQgHx5avX9jtlytuoAvKev9xCMAc/edit?usp=sharing>

<https://docs.google.com/document/d/1k6Vpbc9iAkuk5yHfqCcIpa0-zAzMcp1w2tjQsgxSWaU/edit?usp=sharing>

<https://drive.google.com/file/d/0BxWch6B5or3bY1hUOEVWbFVxbFE/view>

<https://docs.google.com/document/d/1mW2NAYIWPgKzPnDU04FU9nZ0jLNxEsxGoP3rZaTtpWw/edit?usp=sharing>

<https://docs.google.com/document/d/1CrsSmruyu0KeJkqyYcu08bVkOtnQaM2jU0cKZZF2BDc/edit?usp=sharing>

https://docs.google.com/document/d/1imZyipsRaqu1HgnzCCcfHmuQiEg4jaU4iS_k8BkoP/Pw/edit?usp=sharing

Lesson #8: Analyzing and Reflecting on Student Learning

Facilitator's Guide:

<https://docs.google.com/document/d/1nKh2tSHDnCD9WSZjXj8eY6JSeeCdrsRfAg6mFcgscYw/edit#>

Activity Handout:

https://docs.google.com/document/d/1dopSSrG1epI5-BQPUJpaAO_wCTfMVnAk2R431uj-abk/edit

Reading:

<https://drive.google.com/file/d/0ByqJj3YI9Zm7NHhmLVizSFhYcWM/view>

Lesson #9: Looking at Student Work

Facilitator's Guide:

<https://docs.google.com/document/d/1ZefsVTWBBZhR5gZsIUwFtf6380ECINmGJhf7oHpgTB/Y/edit#>

Activity Handouts:

https://docs.google.com/document/d/1iXskUfgLNIr4IOFSTNV_3TWi6M3JHTFMLb-deQQLI6Q/edit

Reading:

https://www.nsrffharmony.org/system/files/protocols/guidelines_lfsw_horace_0.pdf

Lesson #10: Videotape and Reflect for Continued Growth

Facilitator's Guide:

<https://docs.google.com/document/d/1jZqO03WQdwmN86SEL9Tk-vZE5Zxr5JQ37P0OrJPIJto/edit?usp=sharing>

Activity Handouts:

http://cepr.harvard.edu/files/cepr/files/1._leveraging_video_for_learning.pdf

http://cepr.harvard.edu/files/cepr/files/11a_teacher_video_selfie.pdf

<https://docs.google.com/document/d/1rzMIpMg071Qs3-ACZf3vHqCsiGtzYOGRMvo2hp55XHk/edit?usp=sharing>

<https://docs.google.com/document/d/1GvpcBzTzUfn9WlsTalI9iKw3wNMhcV5YcAOQz6qJuXQ/edit?usp=sharing>

<https://docs.google.com/a/oceansideschools.org/document/d/1P8fMZ5v1L5FB-uULyJ5z54yFtHCuNaXvDOu6EzSsRzU/edit?usp=sharing>

<https://docs.google.com/document/d/1rzMIpMg071Qs3-ACZf3vHqCsiGtzYOGRMvo2hp55XHk/edit?usp=sharing>



Professional Learning Communities Get Started



TeachingChannel

Teams

PROTOCOL

Deciding on a Problem of Practice

Purpose

This protocol is designed to aid Teams PLCs in collectively deciding on and discussing a problem of practice that all members of the PLC face. It is used to find and investigate a topic that is of common interest, importance, and relevance to the PLC so that the work can move forward in Teams.

This protocol has been adapted from the Vermont School Reform Initiative.

Process

1. Inviting Response

The facilitator creates an entry post asking all group members to state up to three issues or areas of interest that they would like to explore as a PLC. Group responses could also be stated as a question, and this step could happen live, as well. Regardless of the forum (online or face-to-face), loading the input of all group members into Teams creates a useful record that the group can revisit as it continues to work additional problems of practice throughout the school year.

2. Whittling It Down

After each member has provided their list of topics, the facilitator either designates the top three that might be further considered and voted upon by the PLC members, or selects one based on popular response. Topics that were not chosen might be considered for future discussions.

3. Writing to Understand

After the topic is selected, the facilitator then announces the topic within the group and requests that all PLC members write about the topic from their point of view. Responses should be about 250 words. Diverse perspectives on the issue should be encouraged, and members should feel free to let their thoughts wander if they feel so inclined. While the writing might be done in a face-to-face situation while using Teams, the responses may be more nuanced and rich if the activity occurs over time.

4. Further Commentary (optional)

If the protocol is done in a face-to-face session while also using Teams, the facilitator might cue each member to give a verbal explanation about what they wrote.

5. Asking Questions, Getting Answers

The facilitator now cues members to ask up to five probing questions of one another about their written responses. Those that receive questions should try to respond.

6. Synthesizing and Next Steps

After people have responded to the questions, the facilitator requests that all members now write a synthesis of what they heard and/or read. Members should post the synthesis to the Teams Group along with ideas for next steps to tackle the topic or problem of practice.

General Notes About Facilitation

You will need to select a facilitator to create an initial post for each discussion thread.

The facilitator...

- ↳ Starts the group within Teams. The names of groups should follow the conventions of titling that your school or district has established or should be very clear for easy retrieval by group members. Example: Franklin HS – Social Studies PLC.
- ↳ Adds all members to the group so members can readily enter and participate.
- ↳ Creates an initial post with the purpose and process the group will follow. The content of each initial post and some subsequent posts have been provided in the pages that follow; the facilitator will need to customize some posts to make them applicable to the group. The facilitator should make sure all participants know how much time they have to contribute to each thread, and that each one is clearly titled to keep the group on track.
- ↳ Alerts the members through Teams Messages since some participants may have group alert settings turned off.



ROLES & RESPONSIBILITIES

Facilitators

- ➔ Clarify the protocol
- ➔ Supply a set of directions
- ➔ Set deadlines
- ➔ Offer tech and professional assistance on occasion
- ➔ Keep the conversation on track

PLC Members

- ➔ Be present for their Team members
- ➔ Keep to deadlines and follow directions to the best of their ability
- ➔ Ask questions when confused
- ➔ Try, share, risk, and support—always with a growth mindset about their practice

ONLINE DISCUSSION GUIDE

Deciding on a Problem of Practice

Use the following examples and explanations to help guide your facilitation of the group. Feel free to adapt the discussion in any way you see fit to suit your context.

Discussion Activity

The screenshot shows a discussion thread on a platform. At the top, a post from 'Facilitator Name' at 2:24pm is marked with a red circle containing the number 1. The text of the post asks team members to identify three topics of interest or puzzlements of practice for the next Wednesday. Below this, three members respond: 'Member 5' at 2:27pm (marked with a red circle 2) lists differentiation, Socratic Seminar, and questioning; 'Member 1' at 2:30pm (marked with a red circle 3) mentions differentiation for ELL students and modeling; 'Member 2' at 2:32pm (marked with a red circle 4) expresses interest in differentiation and primary texts. At the bottom, a second post from 'Facilitator Name' at 2:37pm (marked with a red circle 3) thanks the members and prompts them to reflect on differentiation, with a red circle 4 next to the final sentence. A video thumbnail titled 'Differentiating with Learning Menus' is visible at the bottom of the thread.

- 1 Launch the Discussion**
The facilitator provides members with a direction and purpose for the session, which is to identify a topic for investigation.
- 2 Members Participate**
Members take up the facilitator's cues and contribute the problems and problems of practice that they would like to investigate.
- 3 Facilitator Uptake**
The facilitator moves the group forward by tasking them with deciding on a problem of practice together.
- 4 Moving Forward**
After members respond, the facilitator prompts them to respond to each other and reminds them that they will decide the topic at the next face-to-face meeting.



Professional Learning Communities Get Started



TeachingChannel

Teams

PROTOCOL

Priming Yourself for Video Feedback

Adapted from Jim Knight, Chapter 3, *Focus on Instruction*

Purpose

Before sharing a video from your classroom with your colleagues, you may want to reflect on the video as an “artifact” on your own first. This can make sharing less daunting, since it allows you time to wrap your head around what happened and potentially make sense of it, making it easier to articulate and share your thoughts later.

Preparation

You will need footage of you and your students in your classroom.

Process

- 1. Create a Teams Group for Yourself**
By creating a Teams group for yourself, you will be provided with a space to upload and make subsequent comments.
- 2. Upload Video, Assessment, or Student Work**
- 3. Analyze the Video**
Use the rubric below as a guide
- 4. Create a Statement**
Based on your self-analysis, craft a statement about what you saw in your video. Think about using this statement when introducing your video for peer feedback.

Video Self-Assessment Rubric

Did you...	Not Really	A Little	Sometimes	Mostly	Yes!
Explain expectations clearly?	1	2	3	4	5
Ask questions appropriately? <i>(i.e., successfully prompted your students to recall, infer, critique, etc., as needed)</i>	1	2	3	4	5
Use a variety of learning structures?	1	2	3	4	5
Use learning structures effectively?	1	2	3	4	5
Make corrections effectively? <i>(i.e., calmly, consistently, and correctly)</i>	1	2	3	4	5
Understand what your students did and didn't know?	1	2	3	4	5

General Notes About Facilitation

You will need to select a facilitator to create an initial post for each discussion thread.

The facilitator...

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- ↳ Adds all members to the group so members can readily enter and participate.
- ↳ Creates an initial post with the purpose and process the group will follow. The content of each initial post and some subsequent posts have been provided in the pages that follow; the facilitator will need to customize some posts to make them applicable to the group. The facilitator should make sure all participants know how much time they have to contribute to each thread, and that each one is clearly titled to keep the group on track.
- ↳ Alerts the members through Teams Messages since some participants may have group alert settings turned off.



ROLES & RESPONSIBILITIES

Facilitators

- ➔ Clarify the protocol
- ➔ Supply a set of directions
- ➔ Set deadlines
- ➔ Offer tech and professional assistance on occasion
- ➔ Keep the conversation on track

PLC Members

- ➔ Be present for their Team members
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- ➔ Ask questions when confused
- ➔ Try, share, risk, and support—always with a growth mindset about their practice



Professional Learning Communities Get Started

PROTOCOL

Reading a Classroom Closely

Purpose

The purpose of this protocol is to guide PLC members in discussing topics, strategies, or problems of practice, so they can unpack and focus on issues that matter to them.

Preparation

There are two ways to capture peer feedback through the use of the Close Read of a Classroom Note-Taking Tool (which is provided further down in this document). One way is to put the Note-Taking Tool in a Google Doc and have peers enter their comments collectively. The second way is to simply have each member download the Note-Taking Tool and then upload his or her feedback individually to the group afterward. Google docs is beneficial for those that want all their feedback in one place without having to sort through multiple documents. In contrast, individual uploads provide more privacy because reviewers cannot see each other's comments. You will need to decide which way you would like to gather feedback.

Process

1. Determine a Method of Review

The facilitator guides members in their use of the Note-Taking Tool. You and the group need to decide whether peer feedback is given via:

- ➔ A single Google Doc where all members can enter their information – and perhaps even debate.
- ➔ Multiple documents in which each individual group member provides feedback and sends or uploads the feedback to the teacher under review.

2. Create a Launch Post

The facilitator invites PLC members to contribute classroom video. The video does not have to be of a full classroom period, but it should contain an activity or instruction that is pertinent to the professional learning objective. The facilitator must attach the Close Read of a Classroom Note-Taking Tool to the post. Each person that contributes a video should start a new discussion thread within the group. They should supply an introductory statement for the video to supply peers with context. Statements might also contain specific areas on which the contributor wants to focus. If the tool is in a Google Doc, remind those who are contributing video to copy and paste the tool into their own Google Doc and give permissions to all members of the PLC to edit the doc. If they use the file method, they should attach the file to the post in which the video appears.

3. Monitor Posts

The facilitator keeps tabs on whether people are posting videos and correctly attaching the Note-Taking Tool (on the following page). As the deadline nears, group members are reminded to contribute comments.

4. Prompt PLC Members to Review

After PLC members have posted their video, cue the members to review the videos using the Close Read of a Classroom Note-Taking Tool.

5. Monitor Comments

The facilitator keeps tabs on whether people are posting and the content of the posts. As the deadline nears, group members are reminded to contribute comments.

6. Conclude Discussion

The facilitator ends the conversation by requesting that members think about and share how this process and peer feedback will affect their work going forward.

General Notes About Facilitation

You will need to select a facilitator to create an initial post for each discussion thread.

The facilitator...

- Starts the group within Teams. The names of groups should follow the conventions of titling that your school or district has established or should be very clear for easy retrieval by group members. Example: Franklin HS – Social Studies PLC.
- Adds all members to the group so members can readily enter and participate.
- Creates an initial post with the purpose and process the group will follow. The content of each initial post and some subsequent posts have been provided in the pages that follow; the facilitator will need to customize some posts to make them applicable to the group. The facilitator should make sure all participants know how much time they have to contribute to each thread, and that each one is clearly titled to keep the group on track.
- Alerts the members through Teams Messages since some participants may have group alert settings turned off.



ROLES & RESPONSIBILITIES

Facilitators

- Clarify the protocol
- Supply a set of directions
- Set deadlines
- Offer tech and professional assistance on occasion
- Keep the conversation on track

PLC Members

- Be present for their Team members
- Keep to deadlines and follow directions to the best of their ability
- Ask questions when confused
- Try, share, risk, and support—always with a growth mindset about their practice

Classroom Note-Taking Tool



Reading a
Classroom
Closely

Focus Area	What to Look For	Notes
Room setup	Use of space What is displayed Resources available	
Teaching strategy/moves	Teaching strategy Student configuration Presentation of instructions Transitions Questions Flexible, on-the-spot changes in plans in response to student thinking	
Teacher affect	Stance Posture Position in the room Gestures Facial expression Tone of voice	
Use of language	Choice of words Use of nonstandard English or words from another language Questions Images, metaphors, figurative language Responses to student ideas	
Other (fill in)		

ONLINE DISCUSSION GUIDE

Reading a Classroom Closely

Use the following examples and explanations to help guide your facilitation of the group. Feel free to adapt the discussion in any way you see fit to suit your context.

Discussion Activity

Facilitator Name
7:44am

1 Dear Team PLC:

We have all been focusing on a topic that is pertinent to us. In order to accommodate the diversity of our professional learning, I am included a form that allows us to look at each others classrooms from a number of perspectives – See the attachment titled: Close Read of a Classroom Note-Taking Tool.

We have all decided to use Google Docs and the Teams notation tool for our review so we can all see each others' feedback and maybe even have some productive disagreements about what we are observing. We are all growing in our abilities together.

You will need to:

- post a video you have generated from your classroom as a new post in this group.
- write a short introductory statement about your video and its context in the comments box under this post. (
- create a Google Doc copy to receive feedback from your colleagues – copy and paste Close Read of Classroom Note-Taking Tool into your Google Doc.

Everyone should post their videos by Friday so we can move to the next step. If you have questions, post them as comments to this thread.

Delete | Edit

DOCUMENT
Close Read of a Classroom Note-Taking Tool
Uploaded by Facilitator Name

Member 8
8:26am

This is video was taken as part of our small machines unit. We made scribble machines out of cups, small motors, batteries, tape, glue sticks and rubber bands. We are poised to begin thinking about modifications and begin our design-based inquiry. I know that next time I will focus more on their observations of their machines with some sort of recording sheet. Looking forward to getting your feedback.

2

DOCUMENT
Close Read of a Classroom Note-Taking Tool
Uploaded by Facilitator Name

VIDEO
Simple Machines
Uploaded by Member 8

Member 7
8:40am

I plan on posting some video to this later, but I wanted to show a few pics I took on our car building zucchini challenge. In this one, kids had to design cars. We are about to begin thinking about how to get the wheels to move easily by the use of bead between the wheel and the zuc. I have my Google doc ready to go too. I will start looking at what others posted tonight!

DOCUMENT
Close Read of a Classroom Note-Taking Tool
Uploaded by Facilitator Name

IMAGE
Zuc Pic - starting line for fair play
Uploaded by Member 7

IMAGE
Zuc Pic - multiple designs and student engagement
Uploaded by Member 7

Facilitator Name
9:12am

3 Hello Team PLC:

Now that everyone has posted video and properly created their feedback template in Google docs, we can begin giving feedback. Remember the time-stamped notes feature in Teams is available to you as well, in case you want to point to specific evidence within the video. Please have your reviews done for Monday.

Delete | Edit

1 Launch the Discussion

The facilitator sets up the discussion and provides the purpose and process for engaging in the discussion thread.

2 Members Contribute

Members begin posting pictures and videos of their class, along with the Classroom Note-Taking Tool. They also provide a context for the clips and comment about what they notice or would like to work on as part of the lesson.

3 Facilitator Uptake

The facilitator continues to direct the group into the second half of the activity, encouraging members to provide each other feedback to move the process along.



Professional Learning Communities Get Started

PROTOCOL Looking at Student Work

Purpose

Analyzing and reflecting on student work collectively with peers is a highly beneficial practice. It's good to see and reflect on the varying levels of student work, and it's extremely worthwhile to calibrate your understanding of student performance with others. Through the conversation with colleagues about student work, you will find that the topic naturally steers toward instructional practice and meeting the needs of students.

Preparation

PLC members should have student work to contribute for analysis and conversation.

Process

1. Invite Members to Contribute Student Work

The facilitator invites PLC members to post student work to the group. There are several ways to handle what type of student work might be chosen. For instance, it could be from a common project that occurs across classrooms, e.g., ninth grade argument essays. Or the student work might come from individual teacher projects or assignments. Teachers might contribute several different pieces of student work from the same period, or if they have several class periods, they might pick student work from each class. In addition to posting the work of students, contributors should describe the task

and objective or standard it is trying to meet. The facilitator provides a deadline for posting.

2. Monitor Posts

The facilitator keeps tabs on whether people are posting work. As the deadline nears, group members are reminded to contribute comments.

3. Cue Reflection & Analysis

After PLC members have posted student work, the facilitator cues analysis. If there is too much student work to collectively review, consider randomly selecting three, representing different ability levels to save time. The facilitator might divide the group into sub-teams to do their analysis. This step could happen face-to-face or online. If face-to-face, take each question individually for rounds of response.

- ➔ *After reading an individual piece of student work, what did you notice? What did the student do well?*
- ➔ *What areas does the student seem to be working on? What evidence illustrates this?*
- ➔ *What seems to be challenging for the student? What evidence do you have?*
- ➔ *How might you guide this student?*

4. Monitor Comments

The facilitator keeps tabs on whether people are posting student work. As the deadline nears, group members are reminded to contribute comments.

5. Outline Next Steps

The facilitator asks that PLC members think about what they analyzed. The questions below can frame the discussion.

- ➔ *What common themes were seen across student work — both in total and across the various ability groupings?*
- ➔ *Look at just three pieces of student work that represent different levels. How might they move each student forward?*
- ➔ *How might they make this happen in class through differentiation? What are some effective activities or strategies that might help the students?*

6. Ask the Presenters to React to the Feedback

After colleagues offer up their guidance, the facilitator asks contributors to respond to peer feedback and analysis.

General Notes About Facilitation

You will need to select a facilitator to create an initial post for each discussion thread.

The facilitator...

- ➔ Starts the group within Teams. The names of groups should follow the conventions of titling that your school or district has established or should be very clear for easy retrieval by group members. Example: Franklin HS – Social Studies PLC.
- ➔ Adds all members to the group so members can readily enter and participate.
- ➔ Creates an initial post with the purpose and process the group will follow. The content of each initial post and some subsequent posts have been provided in the pages that follow; the facilitator will need to customize some posts to make them applicable to the group. The facilitator should make sure all participants know how much time they have to contribute to each thread, and that each one is clearly titled to keep the group on track.
- ➔ Alerts the members through Teams Messages since some participants may have group alert settings turned off.



ROLES & RESPONSIBILITIES

Facilitators

- ➔ Clarify the protocol
- ➔ Supply a set of directions
- ➔ Set deadlines
- ➔ Offer tech and professional assistance on occasion
- ➔ Keep the conversation on track

PLC Members

- ➔ Be present for their Team members
- ➔ Keep to deadlines and follow directions to the best of their ability
- ➔ Ask questions when confused
- ➔ Try, share, risk, and support—always with a growth mindset about their practice

ONLINE DISCUSSION GUIDE

Looking at Student Work

Use the following examples and explanations to help guide your facilitation of the group. Feel free to adapt the discussion in any way you see fit to suit your context.

Discussion Activity

The screenshot shows a discussion thread with three posts. The first post is from a facilitator at 5:57am, starting with 'Dear Team PLC:' and discussing student work. The second post is from Member 7 at 6:03am, mentioning a Google Doc titled 'Student Work Sample'. The third post is from the facilitator at 6:05am, asking questions about the student work. The fourth post is from the facilitator at 6:06am, providing further instructions. Red circles with numbers 1, 2, and 3 are overlaid on the first, second, and third posts respectively.

1 **Facilitator Name**
5:57am
Dear Team PLC:

We decided at the last session that we'd like to look at student work—particularly how they are making sense of evidence-based argumentation. Before the next meeting, let's post recent student arguments or parts of arguments to see how they are taking up the citation of evidence.

Let's look at argument essays from grade 9. Ninth grade teachers, please post by the weekend, three student-authored, argumentative essays of varying qualities. We will be analyzing them at the next session.

Please add an introductory comment to the post explaining the context of the essay, what you've discussed with your students, and where you think your students need a boost.

Delete | Edit

2 **Member 7**
6:03am

I put this student sample into a Google group so we could all see each others comments. This essay comes from an argument about violence in young adult literature. We are working hard on how to make and support a claim. I am trying to get my students to think about claims that can be supported by evidence, not just feelings.

 **GOOGLE DOC**
Student Work Sample
Uploaded by Member 7

3 **Facilitator Name**
6:05am
Hello Team PLC:

All the argument essays are up. As you read them, please think about the following.

- After reading an individual piece of student work, what did you notice? What did the student do well?
- What areas does the student seem to be working on? What evidence illustrates this?
- What seems to be challenging for the student? What evidence do you have?

To give each essay our full attention, please identify which essay you are addressing at the top of each answer set. Responses might piggyback on each other and dialogue between comments is welcome!

Delete | Edit

Facilitator Name
6:06am
Dear Team PLC:

Now that we have reviewed all the student work, let's stand back and post comments within this thread that responds to these questions:

- What common themes were seen across the work?
- How might they move each student forward?
- What are some effective activities or strategies that might help the students?

Delete | Edit

1 Launch the Discussion

The facilitator begins the discussion thread with recapping what the group decided; in this example it was to look at student work, particularly writing. The facilitator directs them to post the writing and provide a few comments about the context of the writing.

2 Members Contribute

Group members follow the lead of the facilitator. In this post, the member posted student work to Google docs so members could see each other's comments. More members contribute student work.

3 Facilitator Uptake

The facilitator guides the group in rounds. First, he suggests they look at the student behind the writing, and then focus on the teacher and the particular actions she might take to be responsive to the student.

Core Proposition 4 Self-Assessment Form

Teachers think systematically about their practice and learn from experience.

Questions for Reflection

Review and reflect upon these reflection questions for Core Prop 4. Decide which level, **A**lways, **O**ften, **S**ometimes or **R**arely best describes your current practice.

1. What norms have I set for social interaction among students and between students? What evidence do I have to support this?
2. How do I motivate my students to learn? Can I maintain their interests in spite of temporary setbacks? What evidence do I have to support this?
3. Are the methods and activities I have developed for my students intellectually challenging and stimulating learning environment? What evidence is there to support this?
4. How do I communicate and maintain clear standards and expectations for classroom behavior that facilitates cooperation, participation and learning?
5. Is my classroom set up to encourage equitable access to technology and other resources? How is this evident?
6. Do I utilize available volunteers and paraprofessionals to increase student learning?
7. Do I reflect on the effectiveness of my lessons and change what should be changed as a result of this reflection for future instruction?
8. After examining and analyzing the information gathered from my reflections, what are other ways in which I use the information to improve student learning?

**NYSUT's Teacher Practice Rubric -- New York State Teaching Standards
to the National Board's Core Proposition 4: Teachers think systematically about their practice and learn from experience**

	<p align="center">Core Proposition 4 Teachers think systematically about their practice and learn from experience.</p>	<p align="center">National Board Sta</p>
<p><i>Learning</i> Student and development and students.</p>	<p>Develops strategies, using knowledge of effective and ineffective strategies, that capitalize on students varied backgrounds and use diversity to enrich the learning environment</p> <p>Uses experience, observation, and research to become attuned to student's situations and changing circumstances to develop an array of strategies for sharing differences, identifying similarities, and embracing diversity</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p>	<p>Knowledge of Students Equity Content Knowledge Advocacy</p>
<p><i>Instructional Planning</i> Responsible for students growth and</p>	<p>Monitor student progress using a variety of evaluation methods, analyze the data from standardized tests to inform the design of their own assessment tools.</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p> <p>Stays abreast of current research and when appropriate incorporates new findings into instructional practice.</p> <p>Decisions are grounded in established theories and reasoned judgement born of experience.</p>	<p>Knowledge of Students Content Knowledge Instructional Practice Equity</p>
<p>Manages and facilitates the learning</p>	<p>Established 2 way communication with students</p> <p>Sets and modifies instructional outcomes by negotiating competing goals and uses feedback and research to improve practice</p> <p>Provides balance by making decisions grounded in established theories and reasoned judgment (based on experience) as well as incorporates new findings into practice.</p>	<p>Instructional Practice Equity Collaboration</p>
<p>Creates a dynamic environment and</p>	<p>Establishes a culture of learning utilizing multiple methods to meet instructional goals</p> <p>Serve as exemplars of careful, logical deliberation, considering purposes, marshaling evidence, and balancing outcomes</p> <p>Communicates the importance of critical thinking to students and demonstrate how it is accomplished</p>	<p>Learning Environment Instructional Practice Equity</p>

Domain indicated in italics.

**NYSUT's Teacher Practice Rubric -- New York State Teaching Standards
to the National Board's Core Proposition 4: Teachers think systematically about their practice and learn from experience**

<p><i>Planning</i></p> <p>sets and instructional</p>	<p>Sets and modifies instructional outcomes by negotiating competing goals and uses feedback and research to improve practice</p> <p>Provides balance by making decisions grounded in established theories and reasoned judgment (based on experience) as well as incorporates new findings into practice.</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p>	<p>Assessment</p> <p>Knowledge of Students</p> <p>Content Knowledge</p>
<p><i>Collaboration</i></p> <p>responsibility and the student</p>	<p>Sets and modifies instructional outcomes by negotiating competing goals and uses feedback and research to improve practice</p> <p>Provides balance by making decisions grounded in established theories and reasoned judgment (based on experience) as well as incorporates new findings into practice.</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p> <p>Invites colleagues to observe and offer critiques of instructional practices.</p> <p>Incorporates ideas and methods developed by other educators to support instructional goals.</p>	<p>Reflection</p> <p>Leadership</p> <p>Advocacy</p>
<p>Open or continuous</p>	<p>Open, eager for, and dedicated to the pursuit of continuous growth.</p> <p>Develops multiple strategies to gather feedback and insights from a range of stakeholders to assess student learning and instructional practice.</p> <p>Conveys the significance of reflection and learning, of pursuit and achievement.</p> <p>Displays commitment to creativity in their work and the willingness to take risks when exploring new intellectual, emotional, physical and artistic realms</p> <p>Serves as paradigms of lifelong learning and achievement.</p>	<p>Reflection</p> <p>Leadership</p> <p>Collaboration</p>

Domain indicated in italics.



Four “A”s Text Protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own “A”s)
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.

Final Reflection: Affinity Map Protocol

What can you learn from Ms. Wessling about reflecting on your practice?

Affinity Map Directions: This activity works best when begun with an open-ended analytic question that asks for defining elements of something, or that has many answers and thereby provides many points of entry for deepening a conversation.

1. Preparation: Hang pieces of chart paper on a wall in the room so that small groups can gather around the paper. Hand out to every participant a “block” of post-it notes (perhaps 5-10 maximum).
2. Writing: Ask the questions and request that participants write one idea in response per post-it note. Instruct them to work silently on their own.
3. Posting: Split into groups (of 4 – 8). In silence, put all post-it notes on the chart paper.
4. Organizing: Reminding participants to remain silent, have them organize ideas by “natural” categories. Directions might sound like this: “Which ideas go together? As long as you do not talk, feel free to move any post-it note to any place. Move yours, and those of others, and feel free to do this. Do not be offended if someone moves yours to a place that you think it does not belong, just move it to where you think it does belong – but do this all in silence.”
5. Naming: Once groups have settled on categories, have them place post-it notes on chart paper in neat columns. At this point, ask them to converse about the categories and come up with a name for each one.
6. Reporting: Have the groups pick a “spokesperson” to report their ideas to the larger group. Gather that data, and have an open discussion using open-ended questions such as: What do you notice? Were there any surprises? What do you not see that you think it missing? Were there any surprises?

Time required: 10-15 minutes, plus 5-10 minutes of reporting out.

Online equivalent: There are online virtual post-it notes that can be used, including Lino it (<http://en.linoit.com/>) and MyStickies (<http://www.mystickies.com/>). Use them in conjunction with a virtual whiteboard. A virtual classroom environment is the perfect place to do this because it combines chat options as well.

Dakin Burdick, Center for Teaching Excellence, Endicott College, 2011 --
teaching@endicott.edu

What to Include in Your Written Commentary

In your Written Commentary, be sure to address the following questions:

- *How did the pedagogical and instructional decisions you made during the lesson align with your planning?*
- *What specific approaches, strategies, techniques, or activities did you use to promote active student engagement in the lesson? Cite specific examples from the video recording.*
- *How did you establish a safe, fair, equitable, and challenging learning environment for all students?*
- *How did you monitor and assess student progress during the lesson and how did this influence your decision making during instruction? How was student feedback provided and what was your rationale for providing it in this manner?*
- *To what extent did you achieve the lesson's goal or goals? Provide evidence from the video recording to support your answer. What were your next steps with these students as a result?*
- *How was your approach to teaching this content to the students in this video influenced by past experience?*
- *What would you do differently, if anything, if you were to teach this particular lesson again to a similar group of students next year? If you would not change anything, explain why.*

Thinking Systematically about Student Practice

Core Proposition #4, Lesson #7

Lesson Analysis from Case #302

To what extent did the teacher satisfy the standards for reflection?

What examples in the analysis demonstrate her ability to develop strategies that capitalize on students' varied backgrounds and use diversity to enrich the learning environment?

Core Proposition #4, Lesson #10: Inviting Colleagues to observe and offer critiques of instructional practices.

Instructional Context Sheet

These questions must be filled out before you come to this lesson, as it will be handed to your partner to read when you get to class.

Instructional Context

In this section, address the following questions about your selected class:

- *What are the number, ages, and grades of the students in the class featured in this entry and subject matter of the class? (Example: 21 students in grades 9 and 10, ages 14 through 16, American literature)*

- *What are the relevant characteristics of this class that influenced your instructional strategies for this lesson: ethnic, cultural, and linguistic diversity; the range of abilities of the students; the personality of the class? What are the instructional challenges represented by these particular students?*

- *What are the relevant characteristics of the students with exceptional needs and abilities that influenced your planning for this instruction (for example, the range of abilities and the cognitive, social/ behavioral, attentional, sensory, and/or physical challenges of your students)? Give any other information that might help the assessor "see" this class.*

- *What are the relevant features of your teaching context that influenced the selection of this lesson? This might include other realities of the social and physical teaching context (e.g., available resources, scheduling of classes, room allocation—own classroom or shared space) that are relevant to your response.*

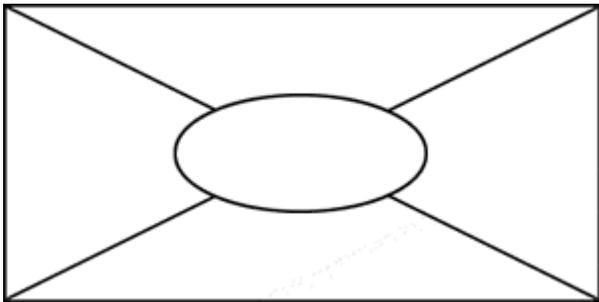
[Suggested total page length for Instructional Context: 1 page]

Placemat Protocol

Have group members draw this image on the chart paper.

Have the participants put their thoughts about the topic in outer spaces.

The circle in the middle of the paper is to note down (by the nominated scribe) the common points made by each participant. Each group then reports the common points to the whole group.



Core Proposition 4 Evidence Review

Teachers think systematically about their practice and learn from experience.

osition 4 is explained in p. 30-33 of “What Teachers Should Know and Be Able to Do.” Read through this
As you do, note key verbs from each section. Then, list specific evidence of this core proposition from
ctice and use the language from this reading to brainstorm ideas that you can implement this school year

Key Verbs from this section of Core Proposition 4	Evidence from my Teaching Practice	Ideas that I Can Implement

an implement in your classroom to improve your practice within this Core Proposition.

<p>NYS Teaching Standards (correlating Danielson Domain)</p>	<p>Core Proposition 4 Teachers think systematically about their practice and learn from experience.</p>	<p>My National Board</p>
<p>Standard 1 <i>Knowledge of Students and Student Learning</i></p> <p>Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Develops strategies, using knowledge of effective and ineffective strategies, that capitalize on students varied backgrounds and use diversity to enrich the learning environment</p> <p>Uses experience, observation, and research to become attuned to student’s situations and changing circumstances to develop an array of strategies for sharing differences, identifying similarities, and embracing diversity</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p>	
<p>Standard 2 <i>Knowledge of Content and Instructional Planning</i></p> <p>Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Monitor student progress using a variety of evaluation methods, analyze the data from standardized tests to inform the design of their own assessment tools.</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p> <p>Stays abreast of current research and when appropriate incorporates new findings into instructional practice.</p> <p>Decisions are grounded in established theories and reasoned judgement born of experience.</p>	
<p>Standard 3 <i>Instructional Practice</i></p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p> <p><i>Danielson Domain 3)*</i></p>	<p>Established 2 way communication with students</p> <p>Sets and modifies instructional outcomes by negotiating competing goals and uses feedback and research to improve practice</p> <p>Provides balance by making decisions grounded in established theories and reasoned judgment (based on experience) as well as incorporates new findings into practice.</p>	
<p>Standard 4</p>	<p>Establishes a culture of</p>	

<p style="text-align: center;">Standard 6 Professional Responsibilities and Collaboration</p> <p>Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.</p> <p><i>Danielson Domain 4)*</i></p>	<p>Sets and modifies instructional outcomes by negotiating competing goals and uses feedback and research to improve practice</p> <p>Provides balance by making decisions grounded in established theories and reasoned judgment (based on experience) as well as incorporates new findings into practice.</p> <p>Maintains accurate records to communicate effectively and use in reflection/planning</p> <p>Invites colleagues to observe and offer critiques of instructional practices.</p> <p>Incorporates ideas and methods developed by other educators to support instructional goals.</p>	<p>Re:</p> <p>Lea</p> <p>Ad</p>
<p style="text-align: center;">NYSUT Standard 7 Professional Growth</p> <p>Teachers set informed goals and strive for continuous professional growth.</p> <p><i>Danielson Domain 4)*</i></p>	<p>Open, eager for, and dedicated to the pursuit of continuous growth.</p> <p>Develops multiple strategies to gather feedback and insights from a range of stakeholders to assess student learning and instructional practice.</p> <p>Conveys the significance of reflection and learning, of pursuit and achievement.</p> <p>Displays commitment to creativity in their work and the willingness to take risks when exploring new intellectual, emotional, physical and artistic realms</p> <p>Serves as paradigms of lifelong learning and achievement.</p>	<p>Re:</p> <p>Lea</p> <p>Colla</p>

Case #12

Catching and Throwing a Frisbee

<https://atlas.nbpts.org/cases/12/>

Reflection

In segment 1, I chose to lecture about the cognitive concepts and incorporate the use of visual aids to enhance student understanding. I also provided a step by step demonstration of the mechanics of a throw and catch with the use of a volunteer (Dunia). The choice to perform these actions was critical in that the lesson's direction became clear to the students. They saw what they would be learning and that there is more depth to throwing and catching a Frisbee than presumed.

Upon reflection, when demonstrating the mechanical skills I could have required students to stand up, spread out, and progressively walk through the mechanical steps of a throw and catch with me instead of watching me demonstrate with Dunia. If I had made this choice before entering into segment 2, I believe that the students would have developed a deeper cognitive understanding and skills base from which to begin and been more meaningfully engaged. From this, the students would have found more success during the pairs teaching activity which would have then acted to deepen their prior kinesthetic experience.

In segment 3, I chose to talk the students through the reflection and analysis to ensure their understanding but forfeited time for maximum participation. The result was that several students did not complete the assignment with my guidance and had to complete it at home. Initially, the direction of the lesson was aimed towards quickly discussing the questions, providing time for completion, and then speaking at more length about Frisbee as a lifetime activity with student input from their work. Making these modifications to segments 1 and 3 would have maximized student participation and enhanced their learning experience.

The most significant success of this lesson came during segment 2 and each ensuing lesson when the students learned how to effectively throw and catch a Frisbee and apply the skills to lifetime activities. They were also energetically, dynamically, and purposefully engaged in activities that promoted motor and cognitive skill development. Virtually all of the students entered into segment 2 without any knowledge of the cognitive concepts of Frisbee flight and most had only a modicum of experience throwing and catching. Through the use of the peer teaching approach the students taught the skills and analyzed and corrected their partner's performance. In doing so they gained a more advanced comprehension of the mechanical steps involved with throwing and catching a Frisbee. With their early successes in learning and practicing the basic skills, they later were able to apply them to the competitive games that provided the aerobic component of the unit.

It is important for me to realize I can approach any instructional sequence by using a multitude of teaching strategies. I am content with how the Frisbee unit was presented and feel that each student has benefitted from learning the skills and cognitive concepts. However, if given the chance to present this unit again, I would be more aware of my time lecturing, prompt more group discourse regarding the cognitive concepts, and have the students walk-through the mechanical steps with me. This could require the students to turn to the nearest person and repeat the cognitive concept that they learned for verbal redundancy and do the same when repeating the mechanical steps for the

throw and catch sequence. If I preempt the students during the beginning of the lesson by stating that I will require them to do this they will be more inclined to listen intently to be prepared. The closure activity may have been more effective by taking this additional step since students would have understood the concepts better and I would have spent less time reinforcing the skills and ideas during the learning experience.

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Professional Rounds

Identifying a “Problem of Practice”

A combination of data and dialogue is used to identify an instructional issue. If students are not being successful in an area, what could we do differently as professionals to ensure that each student is successful and that our time is spent more effectively? A Problem of Practice should be the focus of staff attention. Teachers will need training and continued support to address a meaningful Problem of Practice. It is something staff genuinely doesn't know how to do and is trying to learn more about and get better at. A rich Problem of Practice:

- focuses on the instructional core (What teachers and students are doing and the content being addressed).
- is directly observable.
- is actionable (is within the school's/district's control and can be improved in real time).
- connects to a broader strategy of improvement (school, feeder pattern, system).
- is high-leverage (if acted on, it would make a significant difference for student learning).
- is deep learning (e.g., higher levels on Bloom's) promoted by this POP for both teachers and students?

In short, the problem of practice is something that you care about that would make a difference for student learning if you improved it.

Some general considerations to think about when identifying this “problem of practice” include the following:

1. What does data (both qualitative and quantitative) tell us?
2. What is there that, if done by everyone, could serve as an umbrella for a number of the teaching and learning strategies we have in our school plan?
3. What can have the most positive effect on what students do, what teachers do and the quality of the work that students are producing?
4. Is what we are considering as a “problem of practice” something that we can control?
5. Is what we are considering observable?
6. Is the “problem of practice” we are considering supportive of other school and district efforts?

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The statement of the Problem of Practice should be a description of an issue--a few sentences describing what is happening that is problematic. A brief generalization about the data that led the team to the specific issue it chose is an appropriate introduction. The focus questions are generated after the POP has been determined and described. These questions will likely be revised as the staff gains insight about their issue (from professional development and early implementation actions etc). The questions provide guidance to observers on what they should be seeing as a result of staff successfully addressing the POP. They have been included here primarily to emphasize the fact that addressing a Problem of Practice involves all three components of the instructional core: what the teacher is doing, what the students are doing, and the content. Your staff's initial focus questions should be part of your building's Problem of Practice statement even though your questions will likely change as you and your staff begins addressing your POP.

Sample Problems of Practice

1. **High Expectations.** Achievement data indicates our students are generally not performing at the level needed to meet state standards. Data from our CRTs and walkthroughs indicate that students are held to different expectations in different settings and, at times, the expectations are too low. Teachers are unsure of what students are capable of. Teachers fear that if they set their expectations too high, students will be frustrated by the challenge. The staff has decided to learn ways to build scaffolding activities into their lessons so students get the support they need to meet higher expectations. Focus Questions: What evidence of high expectations for all students do you see in the kinds of tasks students are asked to do and in the work they produce? Do you see evidence of high expectations in student participation in the lesson? What is the teacher doing that sends a message of both high expectations and student support promoting academic achievement for all students?
2. **Student Engagement.** We have hypothesized that the root cause of our below state standards student achievement is that a lack of student engagement is inhibiting student learning. Engagement varies greatly between classes and among students, but the building has large numbers of students demonstrating a disconnection to class work. Teachers fear that making the lessons “fun,” would cause them to dilute their expectations for achievement. Teachers are seeking training and support to improve their success at engaging students and meeting high academic standards. Focus Questions: What level of productive engagement do you see between the students and the tasks they have been given? Do some tasks appear to generate greater student engagement than others? Among students, who seems engaged, bored, lost, discouraged or disinterested? How do you see teachers promoting student engagement during the lesson?
3. **Building a community of learners by focusing on productive student group work.** Low student achievement across content areas and lack of student interest in learning

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suggest that we need to investigate different instructional approaches. The staff is aware of research on the effectiveness of students working in groups, both on achievement and attitude toward learning, especially in urban settings. The staff has found that its efforts to design and implement projects involving students working together have resulted in chaos and little productive learning. The staff is struggling with how to design and implement productive lessons which are focused on students working collaboratively to achieve high levels of successful learning. Focus Questions: How are groups working? Are students helping each other learn? Is learning a mutual endeavor in groups? What level of significant learning do you see for both groups and individuals? How do the assignments support effective group learning? What teacher behaviors support productive group learning?

4. **Increasing the variety of teaching strategies used in classrooms.** Our test data indicate a need to change our instructional methods in order to be more successful with the students we serve. Although teachers make an effort to make their classes interesting to students, the overwhelming majority of classes are teacher-centered and dependent upon worksheets. Teachers have felt the need to concentrate on this kind of instruction because of classroom management issues. We are struggling as a staff to incorporate a greater variety of teaching strategies without losing control of our classrooms. Focus Questions: What evidence do you see that teachers are using a variety of strategies to make content concepts clear (that is modeling, using visuals, differentiating instruction, providing hands-on activities, using body language and gestures, using or providing for students the use of native languages, structured use of classroom assistants)? Is there variety in the nature of work students are asked to do? Are students responding positively to the variety of strategies and, consequently, learning more?

5. **Encouraging and scaffolding student thinking.** Students have been acclimated to expect to do only low level thinking and work as defined in Bloom's taxonomy. Although staff is convinced of the need to increase rigor, students are easily frustrated and quickly give up. The staff is struggling with ways to provide the kind of scaffolding to students that will increase their sense of efficacy and result in their exhibiting perseverance in pursuing higher order tasks and answering questions involving higher order thinking. Focus Questions: What is the task that students have been given? What have students been asked to do that will result in thinking and learning? What, if any, probing questions do teachers ask to push, stretch and support student thinking?

6. **Equitable distribution of questions and student work across Bloom's taxonomy.** Our test results indicate that students do not perform well on questions beyond simple recall. Walkthroughs have provided evidence that the focus of teacher questioning is overwhelmingly at the knowledge level of Bloom's taxonomy. The staff is interested in becoming more competent at constructing meaningful higher order questions as well as

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increasing the frequency of use of such questions. Focus Questions: What evidence do you see of the use of all levels of Bloom's taxonomy in questions and student work? Are students being given questions or work that causes them to work and think at all these levels? Are teachers ensuring that all students are answering these questions?

7. **Increasing rigor in classrooms and supporting students in achieving higher levels of rigorous work.** Our building test data indicates that our students are not achieving at the same levels nor progressing as much each year as the average student in the state. An analysis of the work we provide to our students has indicated that it is not as rigorous as state standards demand; however, we have found it difficult to increase our demands on students without putting them at risk of failure. As a staff, we are struggling to successfully increase the rigor in our classrooms while providing the support to students needed for them to be successful. To gain more implementation ideas, we are planning to participate in a variety of professional development activities focused on creating rigorous work for students while also promoting student engagement. Focus Questions: What examples of rigor do you see in the work students are being given to do? Do you see students being pushed so that the work is challenging but doable. In other words, are students being stretched and forced to use their brains to problem solve and do high level work? Do you see examples of scaffolding being used by teachers to enable all students to meet the rigor requirements?

8. **Relevance of school work.** Students do not perform well on the state achievement tests and appear bored and disconnected in our classrooms despite our best attempts to provide quality instruction. In student surveys, there is a significant majority of our students who claim that the material taught in our classrooms has no connection to their out-of-school lives. As a staff, we struggle to find ways to make the material in the state standards relevant to our students. We have committed ourselves to creating lessons more relevant to our students by using activities/tasks that connect to students' cultural lives, the world of work, and everyday problem solving to engage more of our students. Focus Questions: How is the work being made relevant to all students? How do teachers connect the work to students' prior knowledge and experiences? Does it appear to be clear to students how the work or task is or will be relevant to their daily and future lives?

For further information, see:

City, Elizabeth A., Elmore, Richard F., Fiarman, Sarah E, and Teitel, Lee, **Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning**, Harvard Education Press, Spring, 2009

Core Proposition 4:

Teachers think systematically about their practice and learn from experience.

PLC Session Problem of Practice Focus: _____

Fill this page with a freewrite about this topic from your point of view, as it appears in your teaching practice as a problem of practice, issue, or area of interest.

Synthesize Ideas!

After today's session, you heard diverse perspectives about how this problem of practice surfaces for your colleagues.

→ Write a brief synthesis of what you heard today. Focus on what really resonates for you and your practice.

→ Write 1-2 next steps that you can implement in your classroom this week as a result of this conversation.

Core Proposition 4, Lesson #6

Reflecting on Reflection

Teacher's Cut: When a Lesson Goes Wrong

- 1) How did the pedagogical and instructional decisions made by Ms. Wessling during the lesson align/not align with her planning?

- 2) What was her rationale for choosing the instructional format that she used to meet the goals of this lesson?

- 3) What were her reasons for changing her format?

- 4) What were her reasons for selecting the materials or resources she used? Why did she change them for the second lesson?

- 5) How did she establish a safe, fair, equitable, and challenging learning environment for her students in the midst of this lesson adjustment?

- 6) How did her monitoring and assessing of student progress during the lesson influence her decision making during instruction?

- 7) How was her approach to teaching this content to the students in this video influenced by past experience?

Core Proposition 4:

Teachers think systematically about their practice and learn from experience.

PLC Session Learning From Experience Focus: _____

Fill this page with a freewrite about this topic from your point of view, as it appears in your teaching practice as a problem of practice, issue, or area of interest.

Synthesize Ideas!

After today's session, you heard diverse perspectives about how this problem of practice surfaces for your colleagues.

- Write a brief synthesis of what you heard today. Focus on what really resonates for you and your practice.

- Write 1-2 next steps that you can implement in your classroom this week as a result of this conversation.

Core Proposition 4 - Lesson #7

Thinking Systematically about Student Practice

Accomplished teachers develop strategies that capitalize on students' varied backgrounds and use diversity to enrich the learning environment. Monitoring student progress is not limited to formative and summative assessments, it is also about observing the students work in the classroom as they process an idea or concept while working toward understanding. These observations inform the accomplished teacher's planning and preparation of assessments, as well as lesson structures.

After watching the video and reading the Instructional Context and Planning in **ATLAS** video **Case #302 Determining Prior Knowledge About Density**, think about and answer the following questions:

Part I

- How did the teacher use detailed knowledge of the students' backgrounds, needs, abilities, and interests and his or her knowledge of the subject area and standards in planning and choice of strategies?
- Pull out your reflection standards - what examples from the standards were evident in the video? In the planning commentary? Be sure to identify specific examples.

Turn and Talk Protocol to Share Answers

Part II

- Read the **Analysis** from Case #302. To what extent did the teacher satisfy the standards? What examples in the analysis demonstrate her ability to develop strategies that capitalize on students' varied backgrounds and use diversity to enrich the learning environment?

Turn and Talk Protocol to Share Answers

Part III

- Read the **Reflection** from Case #302.
- Return to your standards on reflection - what examples from the lesson and written commentary reflect the reflection standards?

Whole Group Share Out

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

PLC Session Using Reflection to Enhance Practice and Increase Student Learning Focus:

Fill this page with a freewrite about this topic from your point of view, as it appears in your teaching practice as a problem of practice, issue, or area of interest.

Synthesize Ideas!

After today's session, you heard diverse perspectives about how this problem of practice surfaces for your colleagues.

→ Write a brief synthesis of what you heard today. Focus on what really resonates for you and your practice.

→ Write 1-2 next steps that you can implement in your classroom this week as a result of this conversation.

Core Proposition 4:

Teachers think systematically about their practice and learn from experience.

PLC Session Thinking Systematically about Student Practice

Focus: _____

Fill this page with a freewrite about this topic from your point of view, as it appears in your teaching practice as a problem of practice, issue, or area of interest.

Synthesize Ideas!

After today's session, you heard diverse perspectives about how this problem of practice surfaces for your colleagues.

- Write a brief synthesis of what you heard today. Focus on what really resonates for you and your practice.

- Write 1-2 next steps that you can implement in your classroom this week as a result of this conversation.

Core Proposition 4 - Lesson #7

Thinking Systematically about Student Practice

Accomplished teachers develop strategies that capitalize on students' varied backgrounds and use diversity to enrich the learning environment. Monitoring student progress is not limited to formative and summative assessments, it is also about observing the students work in the classroom as they process an idea or concept while working toward understanding. These observations inform the accomplished teacher's planning and preparation of assessments, as well as lesson structures.

After watching the video and reading the Instructional Context and Planning in **ATLAS** video **Case #302 Determining Prior Knowledge About Density**, think about and answer the following questions:

Part I

- How did the teacher use detailed knowledge of the students' backgrounds, needs, abilities, and interests and his or her knowledge of the subject area and standards in planning and choice of strategies?
- Pull out your reflection standards - what examples from the standards were evident in the video? In the planning commentary? Be sure to identify specific examples.

Turn and Talk Protocol to Share Answers

Part II

- Read the **Analysis** from Case #302. To what extent did the teacher satisfy the standards? What examples in the analysis demonstrate her ability to develop strategies that capitalize on students' varied backgrounds and use diversity to enrich the learning environment?

Turn and Talk Protocol to Share Answers

Part III

- Read the **Reflection** from Case #302.
- Return to your standards on reflection - what examples from the lesson and written commentary reflect the reflection standards?

Whole Group Share Out

Student Learning

What's going on with our students' learning?

A. DESCRIPTION: Which student in your class best captures what most concerns you about student learning? What specifically is happening for that student? For example, what does a typical day or a typical period in your class look like for that student in terms of his or her learning experience? How prevalent do you think these issues are?

B. EVIDENCE: What evidence of student performance do you have that substantiates your concerns above? (E.g., performance data, observations/rounds/walkthroughs, and/or conversations/surveys with teachers, parents, and students). List as many data points as you can. What guided you in selecting those particular sources of information? Why were those sources appropriate for the information you were collecting and the selected group of students?

C. TREND DATA: Given your observations and the evidence above, what are some of the trends you identified from the information you gathered from multiple sources? How might you identify or confirm the trends? What is the issue(s) with student learning in this case? Why are you prioritizing these particular aspects of student learning as issues?

D. What changes in teaching practice or other instructional resources do you think will make a difference in student learning? Why?

E. With whom and how might you collaborate with others to meet this student learning need? Does this student learning correlate with a professional learning need?



Four “A”s Text Protocol

Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own “A”s)
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?
2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.
3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.
4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?
5. Debrief the text experience.



Creating a Theory of Action for Improving Teaching and Learning

WHAT THIS TOOL WILL HELP YOU DO. This tool is designed to provide additional guidance to principals and principal supervisors as they work together to develop problems of student learning and contributing problems of teaching and principal practice. This tool ensures that the teaching and leading problems of practice are grounded in a clear analysis of what is working and not working for students. The tool also helps the principal and principal supervisor use the analysis to generate a theory of action, or an evidence-based story, that explains the specific changes they intend to make to improve teaching and learning.

This tool will help to:

1. Develop a well-elaborated conception of the problem or situation for students, teachers, and leaders that motivates their actions in the first place.

A good theory of action does not simply elaborate which actions to take. Too often leaders jump immediately to actions without fully examining or otherwise appreciating what is happening for students and adults. As a result, sometimes there is an investment of considerable time, funding, and other resources in particular activities before we realize that what we have set out to do won't actually get us where we want to go. If we had only suspended action and carefully examined what is happening in our settings, we might not have embarked on the wrong course.

2. Make your leadership the core of the theory of action.

This tool prompts the principal and principal supervisor to consider not merely problems in general but problems of *practice* — problems in what people throughout the system do day-to-day and how they think about their work — that contribute to results for students.

3. Create an evidence-based rationale for all parts of the theory.

There's no shortage of problems and improvement strategies in schools. But which problems are most pressing? Which problems are actually problems? Which strategies might actually work to address a particular problem? A theory-of-action approach to change views exploring these questions as fundamental to charting a promising course for improvement. And exploring these questions requires relentless articulation of your rationale for your claims about problems and "solutions" and the continuous scrutiny of evidence to support your claims.

4. Identify the supports needed to make the identified changes in principal practice.

For example, if it is determined that the principal needs to provide high-quality feedback to teachers during classroom observations, what kinds of supports might the principal need to engage in those activities? If it is determined that teachers need to differentiate instruction effectively, what other conditions besides principal feedback matter to teachers taking those actions? If you claim that teachers differentiating instruction will impact student achievement in reading, consider what other conditions affect student achievement beyond what teachers do and identify those. The tool will walk you through these questions.

Theories of action take time and never reach a final state. Rather, they are living documents that need to be revisited and refined as principals and principal supervisors take action, collect evidence, and consider changing conditions.

The tool offers principal supervisors a framework for gauging principals' instructional leadership capacities combined with an instrument for gathering evidence of individual strengths and weaknesses over multiple contacts. Such knowledge is the necessary foundation for continuing work with each principal differentiated for that principal's needs. Critical examination of evidence about principals' leadership, conducted as work, also helps model the use of evidence about teaching and learning for their principals and others throughout the system.

Theory of Action 1: A First Pass

To begin, spend some time studying the theory of action graphic on the next page. To help you keep the big picture in mind as you begin the process, the image shows the connections that exist between the key players in the district: principal supervisors, principals, teachers and students.

Since the ultimate concern is improving student learning, you'll note that the graphic encourages the principal and principal supervisor to begin deriving their theory of action not by jumping directly to perceived problems with teaching or leadership, but by focusing first on specific problems of student learning. It works backward from there, analyzing how current practice, from teaching back through principal leadership, is part of a chain of causality that produces the results in student performance that you see. This process yields a simple way to state a theory of action to undergird your work: *"If the principal does X, then teachers will be able to do Y, which will help all students to learn at higher levels."*



Now, to get started with a first rough draft theory of action, work through the table below, starting at the right and working down through each column before moving to the left. Then use your answers to rough out a basic theory of action at the bottom of the table. Your initial theory can be simple and impressionistic, just to give you a feel for the logic and the bare bones of your story. After you complete this beginning exercise, it's important to continue on to the more detailed questions on the following pages, which will help you drill down into the causality and conditions for success in each part of the system in much more depth, giving your theory more power and accuracy.

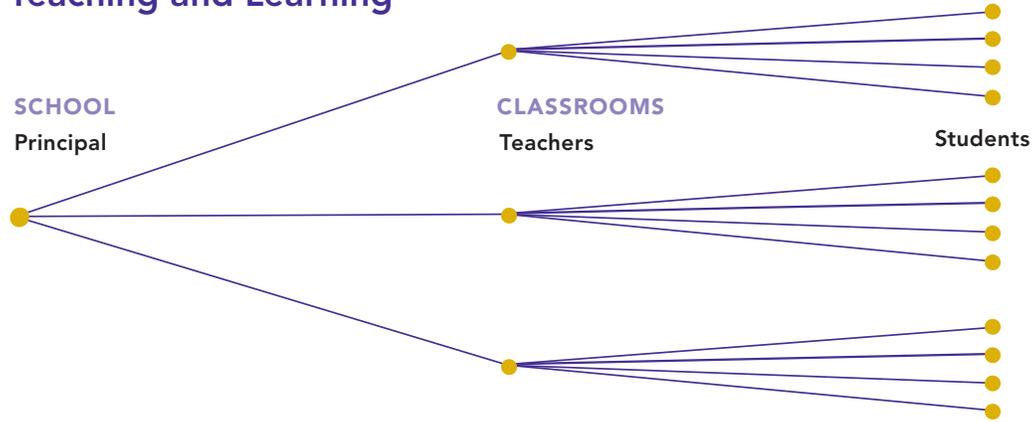
<p style="text-align: center;">3</p> <p style="text-align: center;">Principals</p>	<p style="text-align: center;">2</p> <p style="text-align: center;">Teachers</p>	<p style="text-align: center;">START HERE</p> <p style="text-align: center;">1</p> <p style="text-align: center;">Students</p>
<p>3a. How is principal's practice affecting teachers' instruction? What is the principal doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?</p> <p>Impressions and observations:</p>	<p>2a. How is teachers' instruction affecting student learning? What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?</p> <p>Impressions and observations:</p>	<p>1a. What's going on with our students' learning?</p> <p>Impressions and observations:</p>
<p>3b. What needs to change in principal practice to better support teachers' instructional performance?</p>	<p>2b. What needs to change in teacher practice to better support student learning?</p>	<p>1b. What needs to change in our students' learning?</p>
<p>If the principal</p>	<p>then teachers will be able to</p>	<p>so that students will be able to</p>

Theory of Action 2: Taking It Deeper

While your first broad-brush theory gives you a good starting point for discussion, it will not yet be detailed enough or sufficiently grounded in the evidence to give you a solid basis for effective action. To take your thinking to the next (deeper) level, take some time to look at the expanded theory of action graphic on the next page. This version includes more probing questions about your evidence for your claims about what's going on in leadership, teaching, and learning in your school, why you are prioritizing particular issues as problems, and what you think will help to remedy those problems and why. After looking over the graphic, continue to the prompts on student learning, teaching practice and principal leadership that appear on the following pages.

Note that working your way through all of these questions will be, and should be, a much longer process than your first-take theory of action discussion. As you make your way through the process, there may be identified areas where you need to collect more evidence (looking at student data, conducting classroom walkthroughs, or having conversations with key school-based personnel) or to consult the research on effective practice before your theory can be solidified. You don't need to hold back from sketching out your theory until you fill in all such gaps (you will be revisiting it frequently in any case). But do note areas where you need more information.

Creating Your Theory of Action for Improving Teaching and Learning



TEACHING / LEARNING / ACCOUNTABILITY

Start with your students!

3	2	1
<p>How is principals' practice affecting our teachers' instruction? What are principals doing (or not doing) as instructional leaders that's helping or hindering teachers' instructional performance?</p> <p>What needs to change?</p> <p>DESCRIPTION:</p> <p>EVIDENCE:</p> <p>WHAT NEEDS TO CHANGE? (Problem(s) of Practice)</p> <p>What aspects of principal leadership do we need to work on to support better teaching?</p> <p>Why are we prioritizing these particular practices as issues?</p> <p>What specifically do principals need to do differently?</p> <p>What makes us think that principals changing practice in these ways will improve teacher performance?</p> <p>What supports and/or system changes will principals need to successfully make these changes?</p>	<p>How is teachers' instruction affecting student learning? What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?</p> <p>What needs to change?</p> <p>DESCRIPTION:</p> <p>EVIDENCE:</p> <p>WHAT NEEDS TO CHANGE? (Problem(s) of Practice)</p> <p>What aspects of teachers' instructional practice do we need to work on to improve student learning?</p> <p>Why are we prioritizing these particular practices as issues?</p> <p>What specifically do teachers need to do differently?</p> <p>What makes us think that teachers changing practice in these ways will improve student performance?</p> <p>What supports and/or system changes will teachers need to successfully make these changes?</p>	<p>What's going on with our students' learning?</p> <p>What needs to change?</p> <p>DESCRIPTION:</p> <p>EVIDENCE:</p> <p>WHAT NEEDS TO CHANGE? (Problems of Learning)</p> <p>What aspects of student learning do we need to work on?</p> <p>Why are we prioritizing these particular aspects of student learning as issues?</p>

THEORY OF ACTION STORY (constantly being tested, revised, and refined):

"IF the principals do X → **then teachers will be able to do Y** → **which will help all students learn at higher levels."**

1. Student Learning

What's going on with our students' learning?

A. **DESCRIPTION OR ANECDOTE:** Which student in our school best captures what most concerns us about student learning? What specifically is happening for that student? For example, what does a typical day look like for that student in terms of his or her learning experience? How prevalent do we think these issues are?

B. **EVIDENCE/TREND DATA:** What evidence of student performance do we have that substantiates our concerns above? (E.g., performance data, observations/rounds/walkthroughs, and/or conversations/surveys with teachers, parents, and students)

C. Given our observations and the evidence above, what aspects of student learning do we need to change? What is the student learning problem?

D. Why are we prioritizing these particular aspects of student learning as issues?

E. What changes in teacher practice or other instructional resources do we think will make a difference in student learning?

2. Teaching Practice

How are our teachers' instruction affecting our students' learning?

What are teachers doing (or not doing) in their instruction that's helping or hindering students' performance?

A. DESCRIPTION OR ANECDOTE: Which one teacher in our school best captures what most concerns us about the quality of teaching given the issues we see in student learning? What specifically does that teacher do in their practice that concerns us? For example, what might that teacher be doing during a typical math lesson in terms of how s/he interacts with students?

B. EVIDENCE/TREND DATA: What evidence do we have (or could we collect) that substantiates the problem that this teacher represents—for example, how prevalent that kind of teaching is among which teachers in which schools, and how it's affecting student performance?

C. Given the issues we see in student learning, what aspects of teachers' instructional practice do we need to change to improve student learning? What is the teaching problem of practice?

D. Why are we prioritizing these particular practices as issues?

E. What specifically do teachers need to do differently? What is the teaching problem of practice?

F. What makes us think that teachers changing their practice in these ways will improve student learning?

G. What supports and/or system changes will teachers need to make these changes successfully?

3. Principals

How is principal practice affecting our teachers' instruction? What is the principal doing (or not doing) as an instructional leader that's helping or hindering teachers' instructional performance?

A. DESCRIPTION OR ANECDOTE: After looking at principal self assessments and other evidence gathered, what are specific areas for growth and improvement?

B. EVIDENCE/TREND DATA: What evidence do we have (or could collect) that could help you understand the area for growth?

C. Given the issues we've identified in teacher performance, what aspects of principal leadership do we need to change? What is the principal problem of practice?

D. Why are we prioritizing these particular practices?

E. What specifically does the principal need to do differently? What is the principal's area of focus?

F. What makes us think that principals changing their practice in these ways will improve teacher performance?

G. What supports and/or system changes will the principal need to make these changes successfully? What resources will be required?

Theory of Action 3: Putting It All Together

Once you've finished working through the questions above sequentially, you'll want to consider your responses to all of them simultaneously, working back from the issues for student learning on the right all the way to principal practice, structures, and systems on the left as shown in the graphics. In your discussion, highlight the relationships between the issues you've identified. In particular, it will be helpful to focus on your answers to question C, "What needs to change?," in each area in order to promote effective instructional leadership, teaching practice, and student achievement. Provided that you've developed a solid rationale for what needs to change in each case, by capturing your answers to that question, you should now be able to generate a revised theory of action that goes deeper than your first:

REVISED THEORY OF ACTION:

if the principal ...	then teachers will be able to	so that students will be able to
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As mentioned, even this revised theory of action will be subject to continual reassessment and revision as you lead, teach and learn your way through the work of improving instructional leadership in support of improved student learning. Even now, looking at your answers to questions B (about evidence) and F ("what makes us think this will work?"), it may be clear to you that you need to gather stronger evidence or consult more research in order to back up parts of your theory.

Questions you might consider as you look ahead from here to develop an action plan include:

1. How will we fill in any current gaps in our evidence or research base as we look at our theory of action?
2. How will we use our theory of action? Which audiences do we need to need to engage in dialogue with about our theory of action and why?
3. What are the most important things that we need to convey to these audiences about our theory of action and the need for change? In what ways do we need their support?
4. What process will we follow to regularly revisit and update our theory of action, either formally or informally, as our work moves forward over the coming months and years?



Some Guidelines for Learning From Student Work

From HORACE, November 1996, p.2.

In “Learning from Student Work,” Eric Buchovecky of the ATLAS Communities project has described a collaborative process adapted from the work of Mark Driscoll at Education Development Center and that of Steve Seidel and others at Harvard University’s Project Zero. The piece lays out useful reminders for how participants can stay focused on the evidence before them and on listening to multiple perspectives, rather than getting bogged down in assumptions or evaluations. Those norms are summarized with the author’s permission here:

When looking for evidence of students thinking:

- Stay focused on the evidence that is present in the work.
- Look openly and broadly; don’t let your expectations cloud your vision
- Look for patterns in the evidence that provide clues to how and what the student was thinking.

When listening to colleagues’ thinking:

- Listen without judging.
- Tune in to differences in perspective.
- Use controversy as an opportunity to explore and understand each other’s perspectives.
- Focus on understanding where different interpretations come from.
- Make your own thinking clear to others.
- Be patient and persistent.

When reflecting on your thinking:

- Ask yourself, “Why do I see this student work in this way?”
- What does this tell me about what is important to me?”
- Look for patterns in your own thinking.
- Tune in to the questions that the student work and your colleagues’ comments raise for you.
- Compare what you see and what you think about the student work with what you do in the classroom.

When you reflect on the process of looking at student work:

- What did you see in this student’s work that was interesting or surprising?
- What did you learn about how this student thinks and learns?
- What about the process helped you see and learn these things?
- What did you learn from listening to your colleagues that was interesting or surprising?
- What new perspectives did your colleagues provide?
- How can you make use of your colleagues’ perspectives?
- What questions about teaching and assessment did looking at this student’s work raise for you?
- How can you pursue these questions further?
- Are there things you would like to try in your classroom as a result of looking at the student’s work?

Core Proposition #4, Lesson 10: Inviting Colleagues to observe and offer critiques of instructional practices
Reflecting on our Video

Fill in the chart below to help you analyze your video. An example of this chart, from **Teacher Video Selfie**, developed by the Center for Education Policy Research at Harvard University is provided below.

Piece of Evidence	Importance	Context	Connections	Next Steps

Example:

Piece of Evidence	Importance	Context	Connections	Next Steps
<p>EXAMPLE: While watching my video, I observed that only 30% of students raised their hands to answer questions about new content.</p>	<p>EXAMPLE: This piece of evidence is important because I need to determine whether 70% of my class isn't following the content, or whether they do not feel comfortable participating in class.</p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • Some of the students raising their hands participated in a quiz bowl about Italy last year. • My wait time for questions is only 5 seconds. It may not be enough time for students to think. 	<p>EXAMPLE: From the Framework- <i>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students.</i></p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • Lengthen wait time. • Use cold calling. • Group quiz bowl students and differentiate their content. • Pair quiz bowl students with students new to material for activities.

Domain 4: Professional Responsibilities

Components:

- A. Reflecting on Teaching
- B. Maintaining Accurate Records
- C. Communicating with Families
- D. Participating in a Professional Community
- E. Growing and Developing Professionally
- F. Demonstrating Professionalism

Domain 4: Questions for Consideration: Answer these questions when thinking about which items you will be putting into your Professional Portfolio for Tenure Consideration for Domain 2. The items you include in your portfolio should be rich enough to elicit answers to all of these questions.

- *To what extent did you achieve the lesson's goal or goals? How do you know?*
- *What was a successful moment in the class? Why?*
- *What would you do differently, if anything, if you were to re-teach this particular lesson?*
- *What was the influence of the lesson's outcome on future instruction of this class or members of this class?*
- *How do you maintain two-way communication with families and interested adults?*

Can you demonstrate:

- *Reflections on a lesson that led to enhanced instruction and student learning*
- *Citation of adjustments to practice that draw on a repertoire of strategies*
- *Routines and systems that track student completion of assignments*
- *Systems of information regarding student progress against instructional outcomes*
- *Processes of maintaining accurate non instructional records*
- *Frequent and culturally appropriate information sent home regarding the instructional program and student progress*
- *Two-way communication between the teacher and families*
- *Frequent opportunities for families to engage in the learning process*
- *your work with students' families*
- *your work with the community*
- *your development as a learner and/or collaborator and/or leader*
- *your efforts to establish and maintain partnerships with students' families and the community*
- *your growth as a learner*
- *your work that you do with other teachers at a local, state, or national level;*
- *what you do outside of the classroom (or beyond explicit student instruction)*
- *Regular teacher participation with colleagues to share and plan for student*

success

- *Regular teacher participation in professional courses or communities that emphasize improving practice*
- *Regular teacher participation in school initiatives*
- *Regular teacher participation in and support of community initiatives*
- *Frequent teacher attendance in courses and workshops; regular academic reading*
- *Participation in learning networks with colleagues; freely shared insights*
- *Participation in professional organizations supporting academic inquiry*
- *The teacher having a reputation as being trustworthy and often sought as a sounding board*
- *The teacher frequently reminding participants during committee or planning work that students are the highest priority*
- *The teacher supporting students, even in the face of difficult situations or conflicting policies*
- *The teacher challenging existing practice in order to put students first*
- *The teacher consistently fulfilling district mandates regarding policies and procedures*

Most importantly, describe, analyze and reflect on how all of this work **impacts student learning.**

Core Proposition 4 - Lesson #7
Thinking Systematically about Student Practice
Reflection Handout

After reading the Reflection from ATLAS Case #302 think about and jot down some answers to the following question:

What examples from the lesson and written commentary reflect the reflection standards?

Send-a-Problem Protocol:

Each group member writes a question on a card. They then take turns asking the group to solve the question. If there is a consensus on the answer, it is written on the back of the card.

After all questions are answered, the card stack is sent to the next group, who repeats the process without looking at the first group's answer until they have reached a consensus.

Directed Brainstorming is a variant of this is to have individuals write responses or solutions on cards and then randomly swap them with other participants. In this version, the participants are asked to improve upon the idea they received and this process is repeated 2-3 times.

Time required: 2-3 minutes per person for each group that works through the card stack. 4-6 minutes for Directed Brainstorming.

Online equivalent: This is best used asynchronously, with small groups developing their responses or questions in a wiki and then posting the response in another group's wiki. If groups are numbered, the groups could pass the responses to the group with the next number. Directed Brainstorming does not seem to be possible to replicate in its original form.

Core Proposition 5- Lessons with Hyperlinks

More Jen & Erin PLC notes:

https://docs.google.com/document/d/1tPK1RIg6or_XSnw_m28I1QX7loFT1AiGJpxDwU8zAUo/edit

Lesson #1: Core Proposition 5 Evidence Review

Facilitator's Guide:

https://docs.google.com/document/d/13Oqat8nY5xQIEgXUY4Y_HR59tlbAiIGWDxbRZ8s0OEs/edit

Activity Handouts:

https://docs.google.com/document/d/1TKkcpuwPt5KDqWzEvpzC-vM6EhiRYJ5xnW0TcNn7_ng/edit

What Book Link:

<http://accomplishedteacher.org/wp-content/uploads/2016/12/NBPTS-What-Teachers-Should-Know-and-Be-Able-to-Do-.pdf>
<http://accomplishedteacher.org/>

Lesson #2: Crosswalking Core Proposition 5 with National Board Equity Standards

Facilitator's Guide:

<https://docs.google.com/document/d/1xiMPEFNaL22vvAW7jbQor9-TTDAIVi2m9gJ-Lx3P7Yg/edit>

Activity Handouts:

<https://docs.google.com/document/d/1PyapUkV-UaXD-IvZba1h5GY7c4fTsHDsWZGMLoBLc14/edit>

Reflection Standards Bundle:

<https://drive.google.com/open?id=0BxWch6B5or3bbDUzZXBWVmhGZ1U>

Lesson #3: Teacher as learner, leader, collaborator

Facilitator's Guide:

https://drive.google.com/open?id=1aAxnwRp8AIVNLvRRumYQqex_woez58xwr-4ggfAMOes

Activity Handouts:

<https://drive.google.com/open?id=0ByqJj3YI9Zm7Y3p1MU4yemdKZEK>

Lesson #4:

Facilitator's Guide:

https://docs.google.com/document/d/1_pdpCj_PA9WbTsLXBhq6KUAfeP7YEh5n2mZe1p34zK8/edit

Activity Handouts:

Lesson #

Facilitator's Guide:

Activity Handouts:

Ten Roles for Teacher Leaders

Cindy Harrison and Joellen Killion

The ways teachers can lead are as varied as teachers themselves.

Teacher leaders assume a wide range of roles to support school and student success. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers.

So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their schools' success.

1. Resource Provider

Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.

Tinisha becomes a resource provider when she offers to help Carissa, a new staff member in her second career, set up her classroom.

Tinisha gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

2. Instructional Specialist

An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies (Marzano, Pickering, & Pollock, 2001); explore which instructional methodologies are appropriate for the school; and share findings with colleagues.

When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science

Source: From "Ten Roles for Teacher Leaders," by C. Harrison and J. Killion, 2007, *Educational Leadership*, 65(1), pp. 74–77. Copyright 2007 by ASCD. Reprinted with permission.

teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing.

3. Curriculum Specialist

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments.

Tracy, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Tracy suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments.

4. Classroom Supporter

Classroom supporters work inside classrooms to help teachers implement new ideas, often

by demonstrating a lesson, coteaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers (p. 22).

Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulatives, and kinesthetic activities (Marzano et al., 2001). Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for coteaching the lesson to Marcia's students and discussing it afterward.

5. Learning Facilitator

Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant,

focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.

Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a backmapping model (Killion, 2001). This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

6. Mentor

Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; acclimate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.

Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a

leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiate the district, school, and classroom, but will also include acclimating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

7. School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.

Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for

10 staff members and 10 students who represent various views of the school experience, from non-attenders to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

8. Data Coach

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.

Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

9. Catalyst for Change

Teacher leaders can also be catalysts for change, visionaries who are "never content

with the status quo but rather always looking for a better way" (Larner, 2004, p. 32). Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

10. Learner

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that

she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers, encouraged by her willingness to discuss what works and what doesn't, begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a forum in which teachers learn from one another. Manuela's commitment to and willingness to talk about learning break down barriers of isolation that existed among teachers.

Roles for All

Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the

roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

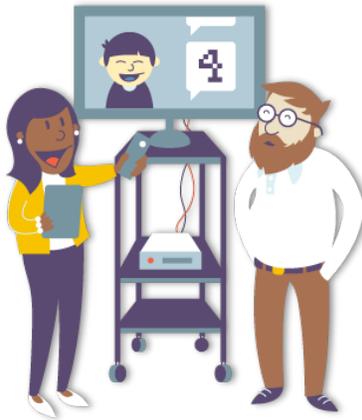
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Authors' note: The 10 roles are described in more detail in *Taking the Lead: New Roles for Teachers and School-Based Coaches* by J. Killion and C. Harrison, 2006, Oxford, OH: National Staff Development Council. Although the names have been changed, all examples are based on actual teachers we encountered in our research.

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Facilitating Improvements in Instruction and Student Learning



The teacher leader possesses a deep understanding of teaching and learning, and models an attitude of continuous learning and reflective practice for colleagues. The teacher leader works collaboratively with fellow teachers to constantly improve instructional practices.

Functions

The teacher leader:

- a) Facilitates the collection, analysis, and use of classroom- and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture;
- b) Engages in reflective dialog with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices;
- c) Supports colleagues' individual and collective reflection and professional growth by serving in roles such as mentor, coach, and content facilitator;
- d) Serves as a team leader to harness the skills, expertise, and knowledge of colleagues to address curricular expectations and student learning needs;
- e) Uses knowledge of existing and emerging technologies to guide colleagues in helping students skillfully and appropriately navigate the universe of knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe; and
- f) Promotes instructional strategies that address issues of diversity and equity in the classroom and ensures that individual student learning needs remain the central focus of instruction.

Domain 4: Teacher Leader Model Standards ©2012

Name: _____ Core Prop: _____

<p>What are some of the connections to the Core Proposition?</p>	<p>What are some of the strengths of this lesson?</p>
<p>What are some of the concerns about this lesson?</p>	<p>What is a suggestion to authors?</p>

Four “A”s Text Protocol – Adapted from Judith Gray, Seattle, WA 2005

1. The group reads the text silently, highlighting it and writing notes in the margin on post-it notes in answer to the following four questions (you can also add your own “A”s

- What Assumptions does the author of the text hold?
- What do you Agree with in the text?
- What do you want to Argue with in the text?
- What parts of the text do you want to Aspire to?

2. In a round, have each person identify one assumption in the text, citing the text (with page numbers, if appropriate) as evidence.

3. Either continue in rounds or facilitate a conversation in which the group talks about the text in light of each of the remaining “A”s, taking them one at a time – what do people want to argue with, agree with, and aspire to in the text? Try to move seamlessly from one “A” to the next, giving each “A” enough time for full exploration.

4. End the session with an open discussion framed around a question such as: What does this mean for our work with students?

5. Debrief the text experience.



Professional Learning Communities Get Started

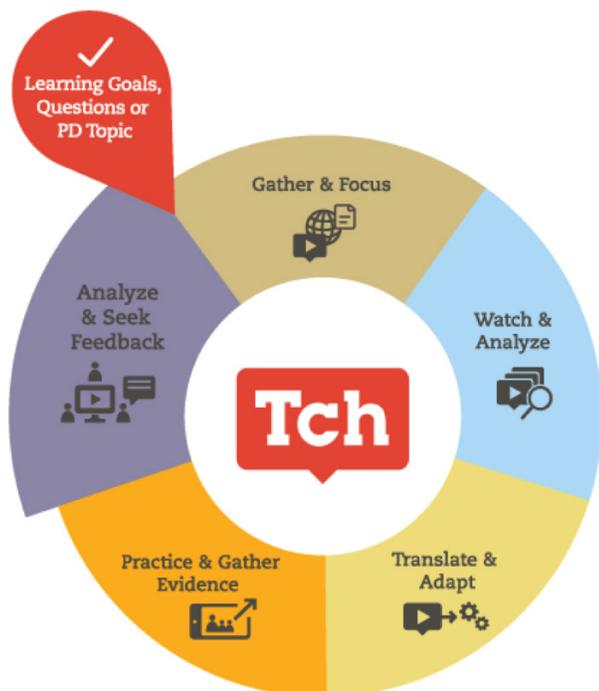
PROTOCOL Looking at Data

Purpose

This protocol is meant to guide you through looking at data as a group and getting general impressions from it in order to adjust your practice accordingly.

Preparation

The PLC will need a data set to look at. This can come from any number of sources—either finding a PLC member who is willing to share their results, or an aggregated data set that includes data from the members of the PLC. Ask the person who is the primary “owner” of the data if they would create a piggyback post to follow your initial launch of the PLC’s activity.



Process

1. Launch Data Analysis

The facilitator introduces the data set and where it comes from, giving special thanks to the person or people who contributed the data for analysis. Invite the PLC member with the data to present their findings.

2. Contributor(s) Posts

The contributor of the data creates a comment under the initial launch post in which the backstory of the data is provided, along with the data as a spreadsheet. The introduction to the data addresses:

- ➔ *What is the context for the data? Where does it come from?*
- ➔ *What was I trying to measure?*
- ➔ *How are the data related to my change in practice? What did I want to see?*
- ➔ *What do I notice about it initially? What seems surprising or significant?*
- ➔ *What do I want to explore or understand more deeply?*

3. Cue Peer Questioning

The facilitator asks the PLC members if they have any clarifying or probing questions for the presenter. Provide a deadline for questions. The contributor of the data answers the questions as they come up.

4. Monitor Comments

The facilitator keeps tabs on whether people are asking question. As the deadline nears, group members are reminded to contribute comments.

5. Cue Reflection & Analysis

After PLC members have asked questions, the facilitator prompts participants to answer these questions:

- ➔ *What seems significant in the data?*
- ➔ *What was surprising or concerning?*
- ➔ *Where do the students seem to be having difficulty?*
- ➔ *What sort of differences do I see in the data between the two assessments (if there are two)?*
- ➔ *What do you wonder about?*
- ➔ *What do you want to know and find out?*

6. Monitor Comments

The facilitator keeps tabs on whether people are posting. As the deadline nears, group members are reminded to contribute comments.

7. Contributor's Reply

The facilitator asks the contributing member of the group to respond to feedback and shares their thoughts about next steps. To guide the contributor, the following prompts might be used:

- ➔ *What did I learn or become more aware of through my colleagues feedback?*
- ➔ *What actions related to my practice and my students' learning might I take as a result of the data?*
- ➔ *Did my change in practice potentially impact my students' learning?*
- ➔ *What remaining questions do I have that my Teams PLC could help me answer?*

General Notes About Facilitation

You will need to select a facilitator to create an initial post for each discussion thread.

The facilitator...

- ➔ Starts the group within Teams. The names of groups should follow the conventions of titling that your school or district has established or should be very clear for easy retrieval by group members. Example: Franklin HS – Social Studies PLC.
- ➔ Adds all members to the group so members can readily enter and participate.
- ➔ Creates an initial post with the purpose and process the group will follow. The content of each initial post and some subsequent posts have been provided in the pages that follow; the facilitator will need to customize some posts to make them applicable to the group. The facilitator should make sure all participants know how much time they have to contribute to each thread, and that each one is clearly titled to keep the group on track.
- ➔ Alerts the members through Teams Messages since some participants may have group alert settings turned off.



ROLES & RESPONSIBILITIES

Facilitators

- ➔ Clarify the protocol
- ➔ Supply a set of directions
- ➔ Set deadlines
- ➔ Offer tech and professional assistance on occasion
- ➔ Keep the conversation on track

PLC Members

- ➔ Be present for their Team members
- ➔ Keep to deadlines and follow directions to the best of their ability
- ➔ Ask questions when confused
- ➔ Try, share, risk, and support—always with a growth mindset about their practice

ONLINE DISCUSSION GUIDE

Looking at Data

Use the following examples and explanations to help guide your facilitation of the group. Feel free to adapt the discussion in any way you see fit to suit your context.

Discussion Activity

The screenshot shows a sequence of five messages in an online discussion thread. Each message is preceded by a red circle with a white number (1-5).
1. Facilitator Name, 12:34pm: "Dear Team PLC: We will be looking at data as our next unit of study. We are talking the 10th grade common assessment and looking at the results. I have asked the three 10th grade science teachers to write an introduction to the data set, as well as attach it to the comment." Includes "Delete | Edit" links.
2. Member 3, 12:37pm: "Hello Colleagues: This data comes from the common 9th grade science assessment from this year. The assessment measures progress across two areas: content knowledge and inquiry. We noticed that inquiry is much lower than content knowledge, which is similar to last year. We were surprised that the genetics area was higher for inquiry—maybe signaling our shift to inquiry for that unit. We want to better understand where the students are getting hung up in inquiry and potentially develop some strategies to try to solve the inquiry issue." Includes a document icon and "Science Data Set" with "Uploaded by Member 3".
3. Facilitator Name, 12:39pm: "Team PLC: What clarifying and probing questions do you have for our contributing colleagues? They will answer questions as you post them." Includes "Delete | Edit" links.
4. Member 5, 1:14pm: "Can you describe the type of inquiry you are doing for the genetics unit?"
5. Facilitator Name, 1:18pm: "Dear Team PLC: Now that we have completed questioning, let's all dig deeply into the numbers. Please post in the comment thread answers to the following:
• What seems significant in the data?
• What was surprising or concerning?
• Where do the students seem to be having difficulty?
• What sort of differences do I see in the data between the two assessments (if there are two)?
• What do you wonder about?
• What do you want to know and find out?" Includes "Delete | Edit" links.

1 Launch the Discussion

The facilitator sets the tone and direction of the work ahead. The purpose and process are noted. An action is set to come out of this.

2 Members Contribute

The members take up the facilitator's direction and provide a data set to look at along with some preliminary comments.

3 Facilitator Uptake

The facilitator invites the entire group to post questions about the data set. If no one responds, the facilitator might prompt participants with additional questions or situations with a similar problem of practice.

4 Member Participation

Members add more questions.
(not seen here)

5 Facilitator Uptake

The facilitator moves the group to the next level of analysis.

Moving Forward

Contributing members respond to assessments from other PLC members. They might respond to the following questions:

- What did I learn or become more aware of through my colleagues' feedback?
- What actions related to my practice might I take as a result of the data?

Core Proposition 5 Evidence Review
Teachers are members of learning communities.

Core Proposition 5 is explained in p. 34-39 of “What Teachers Should Know and Be Able to Do.” Read through this core proposition. As you do, note key verbs from each section. Then, list evidence of this core proposition from your teaching practice and brainstorm ideas that you can implement this school year.

	Key Verbs from this section of Core Proposition 5	Evidence from my Teaching Practice	Ideas that I Can Implement
Teacher collaborate with other professionals to improve school effectiveness.			
Teachers work collaboratively with families.			
Teachers work collaboratively with the community.			



The Success Analysis Protocol Project Version

Developed in the field by educators affiliated with NSRF.

Purpose of this protocol

To analyze how a new successful practice has developed so that we can apply the lessons learned to future work.

Roles

A timekeeper/facilitator to help the group stay focused on how the practice described by the presenter is different from more routine practices. The analysis of what makes this practice so successful is the purpose of the protocol. The facilitator is a full participant in this protocol.

1. Identifying a success. Reflect on and then write a short description of a successful project that you have participated in. (5 minutes)
2. Presenter describes the success. In groups of 3, the first person shares his or her "project story." The rest of group takes notes. (3 minutes)
3. Group asks clarifying questions. The rest of the group asks clarifying questions about the details of the "best practice". (3 minutes)
4. Group reflects on the success story. The group discusses what they heard the presenter describing. What helped the experience to be so successful? *Note: Presenter does not participate in this part of the discussion but does take notes.* (5 minutes)
5. Presenter responds. The presenter responds to the group's discussion of what made this learning experience so successful and how it might be applied to future work. *Note: Presenter does not have to respond to questions raised in Step 4.* (3 minutes)
6. Appreciate! Take a moment to appreciate the good work of your colleague. (1 minute)
7. Each member takes a turn sharing. Repeat steps 2 through 6 for each member of the group. Remember to keep the focus on *the process that helped to make the experience so successful.* (15 minutes each)
8. Debrief the protocol as a whole group. Possible questions: what worked well? How might we apply what we learned to other work? (5 minutes)



Text-Based Seminar

Developed by Gene Thompson-Grove.

Purpose

Enlargement of understanding of a text, not the achievement of some particular understanding.

Ground Rules

1. Listen actively.
2. Build on what others say.
3. Don't step on others' talk. Silences and pauses are OK.
4. Let the conversation flow as much as possible without raising hands or using a speaker's list.
5. Make the assumptions underlying your comments explicit to others.
6. Emphasize clarification, amplification, and implications of ideas.
7. Watch your own air time — both in terms of how often you speak, and in terms of how much you say when you speak.
8. Refer to the text; challenge others to go to the text.

Notes to Facilitators

Text-Based Seminars can be remarkably engaging and productive for both students and adults. A Text-Based Seminar facilitator has two primary tasks: posing the framing question and keeping the group focused without pushing any particular agenda.

Facilitating a seminar is not terribly difficult, but it can be challenging. A few tips might make the job easier:

1. Invest time in creating the framing question. It needs to be substantive, clear, relevant to the participants' experience, and likely to push their thinking in new directions. Above all, constructing a response to the question should require close reading of the text. We recommend that the framing question be genuine for everyone, including the facilitator, so that the entire group is engaged in the inquiry. Framing questions are often based on a quote from the text, which begins to establish a pattern of using the document as a basis for the conversation.
2. In addition to the framing question, create a few follow-up questions that seem to raise the level of participants' thinking. If the groups takes off, you may never use them (or you may create new ones that come from the conversation itself), but it's a good idea to have something in your hip pocket, especially if you aren't very experienced at this kind of facilitation.

3. Unless the entire group does Text-Based Seminars routinely, it is useful to go over the purposes and ground rules before you begin. Because so many conversations (in school and out) are based more on opinion than evidence, and aim toward winning the argument rather than constructing new knowledge, it is often important to remind the group of the basics: **work from the text** and **strive to enlarge your understanding**.
4. Give the group time (about 15 minutes) to re-read the text with the framing question in mind.
5. The most common facilitation problems in this kind of seminar come from two kinds of participants: the folks who have to win, and those who want to express opinions independent of the text and will use any quote they can find as a springboard. Usually, a reminder of the ground rules will pull them back, although it is sometimes necessary to redirect the conversation if you are dealing with a particularly insistent “winner.” With the “winner,” asking the group to examine closely the assumptions underneath the arguments or opinions being presented sometimes helps. When someone doesn’t stick to the text, it is often helpful to ask the group to look for evidence of the opinion being expressed in the text. What you **don’t** want to do is ask these two types of participants a direct question, or ask them to cite the evidence in the text for their opinions (although you might be tempted to do so). The goal is to redirect the conversation away from these folks, not to get them to talk more!
6. It is sometimes useful to keep running notes of the conversation, and to periodically summarize for the group what has been said.
7. It is also sometimes useful (especially if you are nervous) to have a “plant” among the participants — someone who will model ideal participant behavior at an early point in the seminar.
8. As is always the case when facilitating, try to keep the conversation balanced. Don’t let one or two people dominate. If there are many quiet people, asking them to speak in pairs for a few minutes on a particular point can sometimes give them an entry into the conversation when you come back to the large group. Sometimes you just have to say, “let’s have someone who hasn’t said much yet speak,” and then use **lots** of wait time, even though it may feel somewhat uncomfortable to do so.

Core Proposition 5 Evidence Review

Teachers are members of learning communities.

Core Proposition 4 is explained in p. 34-39 of “What Teachers Should Know and Be Able to Do.” Read through this core proposition. As you do, note key verbs from each section. Then, list specific evidence of this core proposition from your teaching practice and use the language from this reading to brainstorm ideas that you can implement this school year.

	Key Verbs from this section of Core Proposition 5	Evidence from my Teaching Practice	Ideas that I Can Implement
Teachers Collaborate with Other Professionals to Improve School Effectiveness			
Teachers Work Collaboratively with Families			
Teachers Work Collaboratively with the Community			

standards bundle; however, the entire Standards document may be useful as well. As you think this through, jot down specific things that you already do or plan to implement in your classroom to improve your practice within this Core Proposition.

<p>NYS Teaching Standards (correlating Danielson Domain)</p>	<p>Core Proposition 5 Teachers are members of learning communities.</p>	<p>My National E</p>
<p>Standard 1 Knowledge of Students and Student Learning</p> <p>Teachers acquire knowledge of each student and demonstrate knowledge of student development and learning to promote achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Gains knowledge of their students by studying them carefully and seeking additional information from various source</p> <p>Informs their pedagogical decisions using data alongside input they receive from family and other adults involved in their students' lives.</p> <p>Participates in the arrangement of student services, uniting educators with a wide variety of specializations to ensure that instructional experiences remain productive and coherent.</p> <p>Encourages families to become active participants in their child's education</p>	
<p>Standard 2 Knowledge of Content and Instructional Planning</p> <p>Teachers know the content they are responsible for teaching and plan instruction that ensures growth and achievement for all students.</p> <p><i>Danielson Domain 1)*</i></p>	<p>Informs their pedagogical decisions using data alongside input they receive from family and other adults involved in their students' lives.</p> <p>Analyzes curricula critically, identifies new priorities, and communicates necessary changes to the school community.</p> <p>Understands that the physical, emotional, and social well-being of students cannot be separated from their intellectual growth.</p>	
<p>Standard 3 Instructional Practice</p> <p>Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.</p> <p><i>Danielson Domain 3)*</i></p>	<p>Demonstrates a strong commitment to learning about new curricular resources or research materials through professional organizations as well as keep abreast of technological developments and implications for their subject area and teaching.</p> <p>Maintains accurate records to communicate effectively with families and other educational stakeholders</p> <p>Works with other educators to plan instructional programs that promote continuity and support equitable learning.</p>	
<p>Standard 4 Learning Environment</p> <p>Teachers work with all students to create a dynamic learning environment that supports achievement and growth.</p> <p><i>Danielson Domain 2)*</i></p>	<p>Invite stakeholders and colleagues to the classroom to share experience and communicate expertise on specific topics.</p> <p>Works closely with administrators and school staff to navigate systems, structures, and schedules to implement improvements that modify organizational and curricular aspects of instruction cohesively.</p>	

	<p>Works with colleagues, as members of a team, shares knowledge and skills, contributes to the ongoing development of strong schools.</p> <p>Fosters cooperation among teachers and counselors to provide students with the attention they need.</p>	
<p>NYSUT Standard 7 Professional Growth</p> <p>Teachers set informed goals and strive for continuous professional growth.</p> <p><i>Danielson Domain 4)*</i></p>	<p>Reflects on teaching</p> <p>Invite colleagues to observe and offer critiques of instructional practices.</p> <p>Develops multiple strategies to gather feedback and insights from a range of stakeholders to assess student learning and instructional practice.</p> <p>Work collaboratively to improve teaching methods, explore new instructional strategies, strengthen instructional practices- observing colleagues, engaging in pedagogical discussions.</p> <p>Share a common commitment to pursue teaching excellence in concert with peers.</p>	

Teachers Work Collaboratively with Families

<p>Read this excerpt from <i>What Book</i> text p. 38-39. Highlight key words.</p>	<p>How does this appear in your current teaching practice?</p>	<p>What might you add to your teaching practice to increase your communication and collaboration with families?</p>
<p>Accomplished teachers communicate regularly with students’ parents and guardians. Teachers inform them about their children’s accomplishments and challenges, responding to their questions, listening to their concerns, and respecting their views. Teachers encourage families to become active participants in their children’s education by acquainting them with school programs and enlisting their help to develop skill sets and foster lifelong learning. For instance, a kindergarten teacher may discuss the importance of reading stories at home and show a grandparent why engaging her child in conversation is critical to literacy development. Accomplished teachers share the education of children with families.</p>		
<p>Ideally, teachers and parents become mutually reinforcing partners in the education of young people. However, various circumstances can complicate relationships, such as divergent interests or mistrust. Accomplished teachers are alert to those issues and tailor their practice to enhance student achievement. Understanding that some families may take more time than others to gain confidence in school–home relationships, teachers proceed patiently, learning about cultures, beliefs, and priorities</p>		

<p>while expressing respect for families and demonstrating their attention to students. Throughout the process, educators develop skills and understandings that help them avoid pitfalls while working to foster positive, collaborative relationships between schools and families.</p>		
<p>The changing structure of families in our society creates both challenges and opportunities. Accomplished teachers must possess a thorough knowledge of their students as individuals to work creatively and effectively with family members. Advancing the intellectual development of students is a teacher's foremost responsibility, but accomplished teachers understand that a broad range of student needs can influence that goal, such as the need for informed caregivers to provide guidance and support. By learning the dynamics within their students' homes, teachers appreciate how they can work with families to address student needs and advance educational gains. The distinctive mission of teaching is the promotion of learning—a complex undertaking in and of itself; but accomplished teachers understand that the physical, emotional, and social well-being of students cannot be separated from their intellectual growth.</p>		

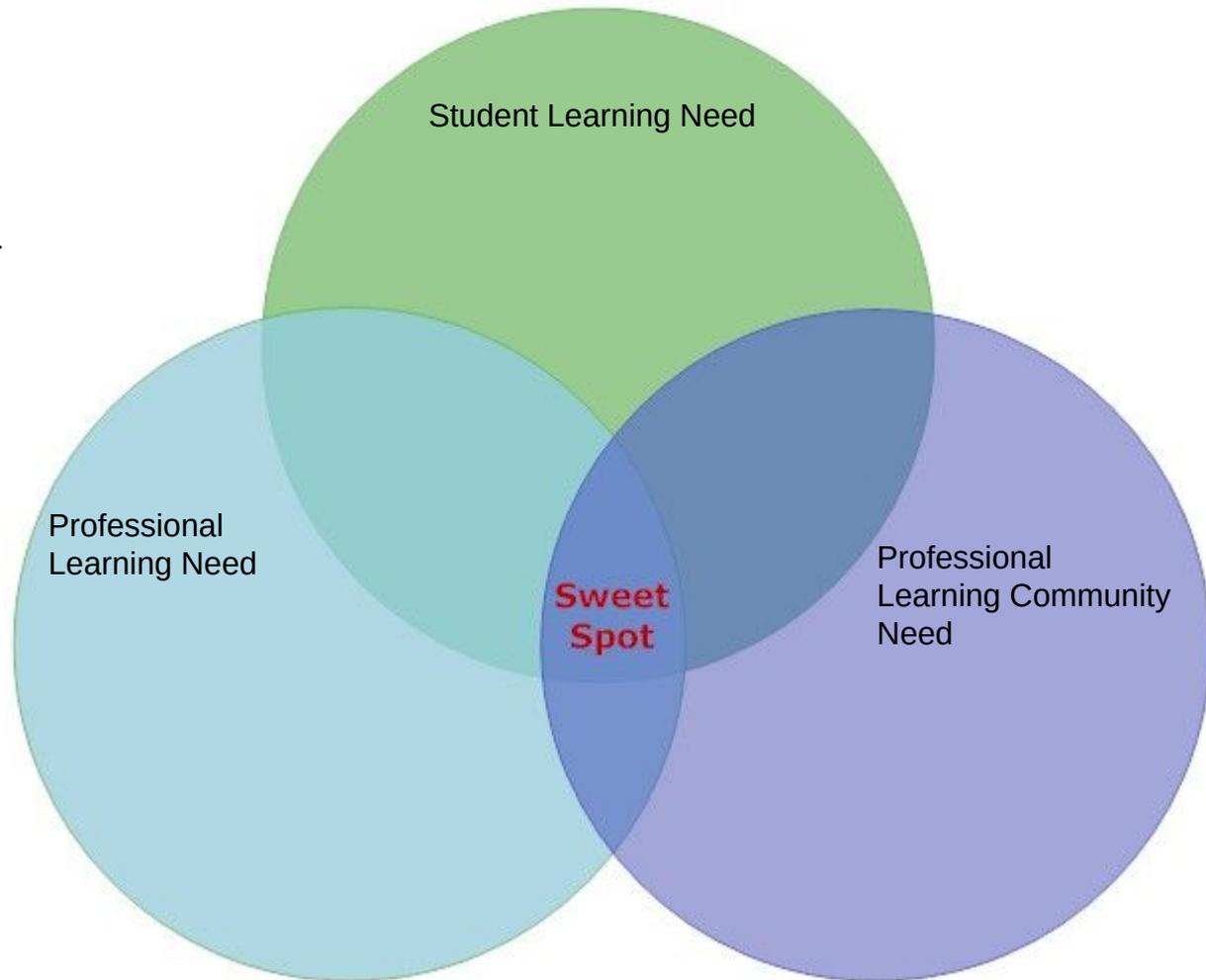
Making Needs Connections

Use your activity brainstorm to help you fill this out.

Think about what needs your activities meet-- does each activity meet the need of students, your professional community, or the professional learning community at large?

Write your activities in this venn diagram. Are there any overlaps?

How do/could your learning needs, student learning needs, and professional community needs overlap?





Accomplished Teaching Series



The Classroom Academy: A Residency Model for Teacher Preparation

Professional Learning Community Conversation Frameworks

Facilitator's Guide to Exploring Accomplished Practice



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Created, as part of the NEA GPS grant in collaboration with the Network to Transform Teaching, to support teachers in all stages, from pre-service across the career continuum to teacher leadership, as they pursue improved instructional practice.



**CLASSROOM
ACADEMY**

