

## National Board Certification During COVID *Considerations for Getting Started*

As educators, you are navigating unprecedented and changing circumstances. We also know your National Board journey has been affected. We assure you that we will continue to keep you and your students at the forefront of any decisions we make. The National Board remains committed to accomplished teaching, to being fair, and to being flexible.

During the Spring, we developed some flexible options for the National Board assessment process due to the impact of COVID-19. A complete list will be [maintained here](#) of all approved extensions, exceptions specific to COVID-19, and allowances we will make for all candidates going forward. This is our [clearinghouse for COVID](#) related information and resources for candidates pursuing National Board certification.

Given the rapidly evolving situation, we will continue to provide details and answers to your questions as quickly as possible. In the meantime, here are some tips and guidance on pursuing National Board Certification during COVID.

These tips are intended to provide some guidance during a time with lots of unknowns. Following these guidelines does not guarantee success on Board certification. All candidates should follow policies and instructions in the Guide to National Board Certification, General Portfolio Instructions, certificate-specific component instructions, the Scoring Guide, and the COVID-specific portfolio submission requirements. These guidelines are not intended to replace any advice you receive from professional learning facilitators or mentors. If you have any questions, please contact 1-800-22-TEACH.

### Your National Board Journey During COVID

As a National Board candidate, you may be figuring out the best place to start or what component(s) to do next given your context. As always, each candidate will make individual choices about how to collect the best evidence possible at this particular time, including the order in which components will be completed. You can pick components based on the number of students that must be featured, the kind of evidence that's required, or that match to the parts of your practice that you're focusing on now.

Here is a summary of Component requirements to aid you in your selection. You should also refer to the component instructions for your [certificate area](#).

- **Component 1:** This component is a computer-based assessment and does not require the candidate to collect evidence from students. Candidates can start registering for assessments late Spring.
- **Component 2:** This classroom-based portfolio entry requires samples of student work. In most certificate areas, candidates will feature student work from 1-2 students. Candidates can submit student work collected from virtual classrooms.
- **Component 3:** This component requires video evidence of teaching. Videos of virtual classrooms are allowed. The Component 3 table below contains more information on video requirements.
- **Component 4:** This component requires candidates to submit evidence from a class, including assessments and assessment data. It also requires evidence of the candidate's professional learning and collaboration with family, colleagues, and the community.

## Component-Specific Details

<p><b>Component 1:</b> A computer-based assessment to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area. You must demonstrate knowledge of developmentally-appropriate content, which is necessary for teaching across the full range and ability level of your chosen certificate area.</p>	
<b>COVID Considerations</b>	<p>Component 1 is a computer assessment and does not require the candidate to collect evidence from students. Candidates can start registering for assessments late Spring.</p>
<b>Advice to you from NBCTs*</b>	<ul style="list-style-type: none"> <li>• “C1 is perhaps the easiest one to pursue since the shutdown does not prevent them from scheduling their assessment and the centers are open with social distancing procedures and safety measures in place.”</li> <li>• “Anticipate possible disruption [to your scheduled appointment time] from the testing site and plan to be flexible.”</li> <li>• “Deep dive into your standards, practice sample questions in the guide and online, review the 3 areas targeted for your certificate indicated in the C1 guide.”</li> </ul>

<p><b>Component 2:</b> This portfolio entry requires that candidates gather and analyze information about individual students’ strengths and needs and use that information to design and implement instruction to advance student learning and achievement. You will submit selected <b>work samples</b> that demonstrate the students’ growth over time and a written commentary that analyzes your instructional choices.</p>	
<b>COVID Considerations</b>	<p>In most certificate areas, candidates will feature student work from 1-2 students. Candidates can submit student work collected from virtual classrooms. Video evidence is not required for most certificate areas. You should refer to the component instructions for additional details.</p>
<b>Student Work Samples</b>	<p>You are allowed to submit evidence collected online; however, you should carefully consider the extent to which the transition of your classroom to an online environment due to the COVID-19 pandemic allows you to demonstrate the principles in the rubrics for components.</p>
<b>Advice to you from NBCTs*</b>	<ul style="list-style-type: none"> <li>• “Plan how and when student work is collected and feedback is provided.”</li> <li>• “[I think this is the] portfolio component that would be least affected by distance learning since we are doing so much differentiation in distance learning by the nature of the circumstance. It's also more likely that teachers will be able to do a deep dive into their practices with one or two students who are able to participate in distance learning.”</li> <li>• “Even though it may be a challenge to get all students online for whatever reasons, the component only requires them to submit work for 1 or 2 of their students, not the entire class.”</li> </ul>

**Component 3:** This portfolio entry requires video recordings of interactions between you and your students. You will also submit a written commentary in which you describe, analyze and reflect on your teaching with students.

**COVID Considerations**

Only consider this component if you are teaching in-person or you are teaching via a video-conferencing platform that allows you to submit a video in which you and your students can be seen and heard.

**Videos of Interactions between Candidate and Their Students**

- If you are taping an in person lesson, masks are allowable.
- Videos of virtual classrooms can now be split screen recording or videoed with a camera that captures the teacher at the computer with students on the screen. Regardless of the way in which a candidate chooses to film a virtual classroom, it will be important to show interaction between the teacher and students, as well as interaction among the students. If this interaction is not clearly seen in the video, the result will be more limited evidence for assessors to score.
- You and your students must be seen and heard in videos, or the submission cannot be scored.
  - *Exception:* For Music candidates completing Component 2, the instructions do not require you to be visible in the video segments. Music candidates should follow instructions in Recording Your Video Segments.

Additional details are included [here](#), and all candidates should review instructions and tips on recording in the General Portfolio Instructions and Component 3 instructions.

**Advice to you from NBCTs\***

- “Confirm you have permission to record virtual instruction. Consider how you will capture engagement and collaborative conversations. Consider using breakouts, chat to capture questions, Jamboard for collaborative brainstorming, FlipGrid for engagement, etc. I would urge them to deeply understand what evidence they need to gather, not to lower their standards because it is virtual, and [you may want to] consider waiting until students are in the class.”
- “Video or record online learning as much as possible and begin early. Jot ideas in a journal. Reflect on your standards and the rubric for Component 3.”

<p><b>Component 4:</b> This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner in developing and applying knowledge of your students; your use of assessments to effectively plan for and positively impact your students' learning; and your collaboration to advance students' learning and growth.</p>	
<p><b>COVID Considerations</b></p>	<p>As you plan teaching and learning during COVID-19, you may find it helpful to create a professional learning plan, identify new ways to learn about your students at the start of the school year, and collect assessment data to assess student learning. Component 4 would support that work.</p>
<p><b>Assessments and Assessment Data Collected Over Time</b></p>	<p>You are allowed to submit evidence collected online; however, you should carefully consider the extent to which the transition of your classroom to an online environment due to the COVID-19 pandemic allows you to demonstrate the principles in the rubrics for components.</p>
<p><b>Advice to you from NBCTs*</b></p>	<ul style="list-style-type: none"> <li>• “[G]et really clear about accomplished use of assessments. Think through what different types of assessment tools to use: FlipGrid now has rubrics, Kahoot!, Pear Deck are some great online tools.”</li> <li>• “It can be hard to make assessments authentic during distance learning, but this should be a focus. Use every digital tool available to push students’ thinking and demonstration of their learning; don’t just rely on Google Forms alone. Because typing can have an effect on a student’s ability to really demonstrate what they know (at lower levels in particular) consider video conferencing with students for assessments or think through other ways to have students use voice-to-text to supplement any typing to demonstrate learning.”</li> <li>• “I recommend you read C4 carefully to see how you will be able to collect the necessary data and information to complete this component.”</li> </ul>

\* This advice is from Board-certified teachers. Following their advice does not guarantee success on Board certification. They are not intended to replace cohort support or coaching.

In addition to reviewing the [standards for your certificate area and component instructions](#), we encourage you to review the [Clarification on Portfolio Submission Requirements during COVID-19](#) which contains important information on the following:

- Class Composition
  - Age
  - Rostered Class – Exception
  - Number of Students
- Time Period for Evidence Collection – Exception
- Variety of Evidence
- Video of Virtual Classrooms – Allowance
- Evidence Collected Online
- Formatting Your Evidence for Electronic Submission
- Release Forms – Allowance
- Video Date Attestation Forms – Allowance

*Whether you’re a candidate with a specific question, or just looking for more information about Board certification, we’re here to help. You can speak to our customer support team at 1-800-22TEACH (83224).*