National Board Certification Survival Guide

National Candidates version 1.1

2024 -2025

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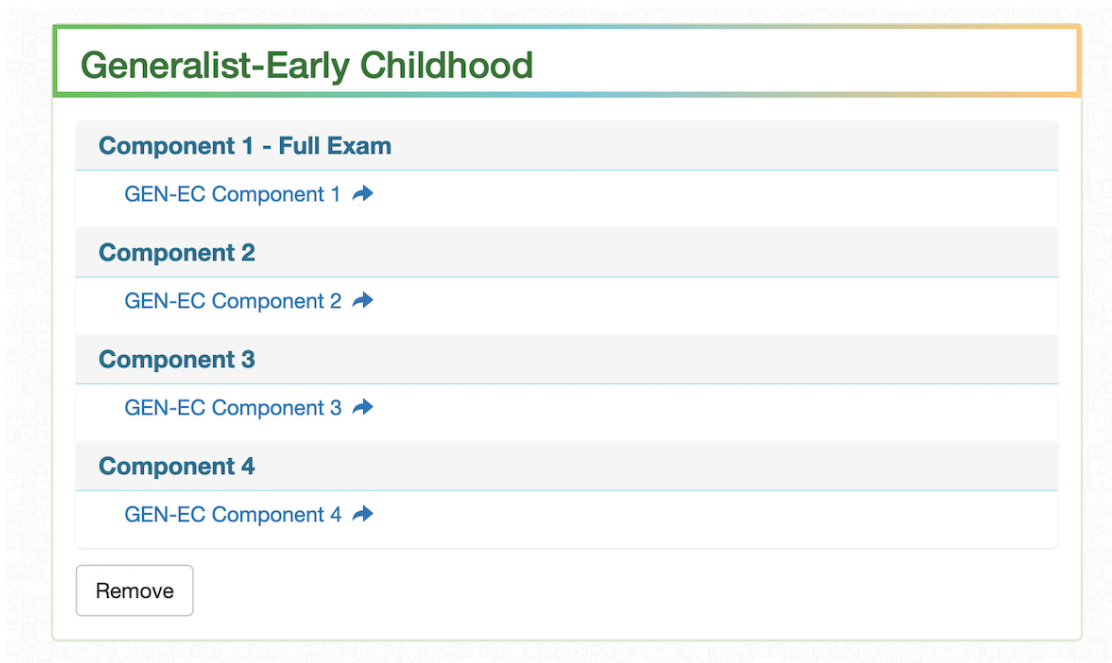
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**National Bootcamp
Resource Padlet**

REGISTRATION

You must register with the National Board and any candidate support program that you join every year that you participate in National Boards.

I.   Register for the National Boards first. You will need a candidate ID to register with the WCTP.
II.   Register with a candidate support program.

Once you have registered with the National Board, you may then "purchase" a component. Scroll down to the bottom of the screen until you see this box. Follow the only prompts to register for a component.

IMPORTANT: The deadline to pay for all components is February 29, Leap Year! You can withdraw and receive a refund up until 2/28. Components do NOT carry over to the next cycle. If you do not withdraw by 2/29 you will receive a score even if you do not submit anything.
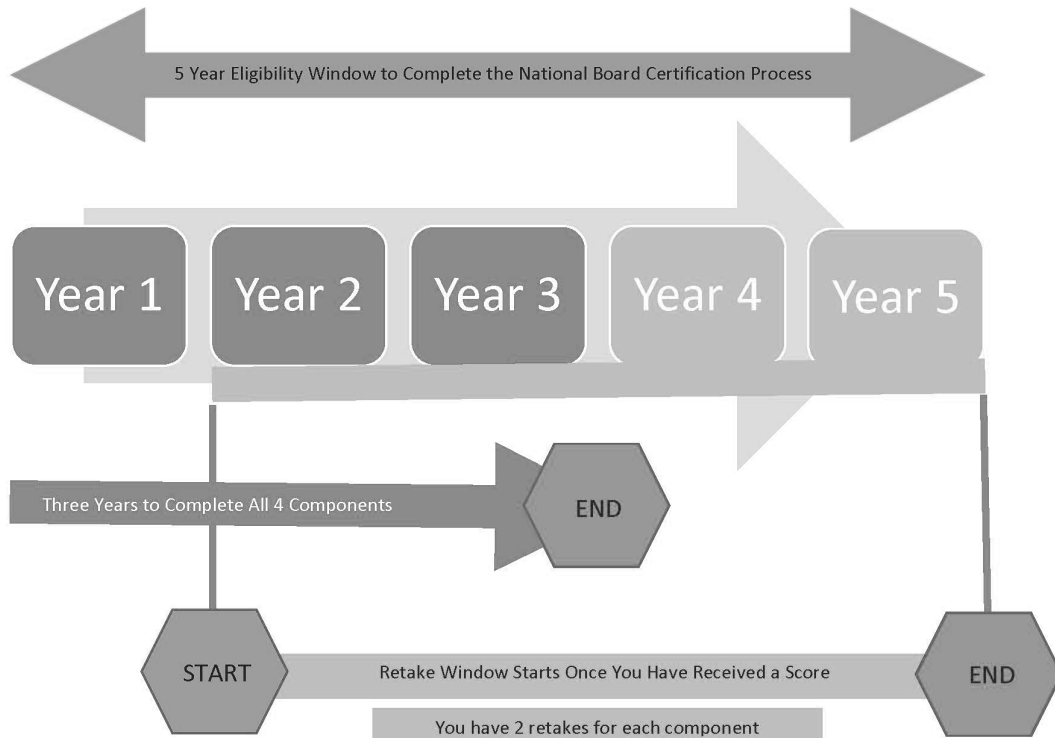
IMPORTANT – When you register with the National Board, you agree that you have read *The Guide to National Board Certification*. Make sure you read this document.

2024-25 Important Dates and Deadlines	
Registration Window	May 23, 2024-February 28, 2025
Registration and Component Purchase Deadline (includes payment of registration and component fees)	February 28, 2025
Third-Party Payer Funding*	February 7, 2025
Third-Party Payer Designation**	February 21, 2025
Change of Component Selection	February 28, 2025
Change of Certificate and/or Specialty Area	March 21, 2025
Withdrawal Deadline	February 28, 2025
Component 1: Content Knowledge Testing Window	March 1-June 15, 2025
ePortfolio Submission Window	April 1- May 17, 2025
Score Release	December 6, 2025

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

▪ You must attempt each of the four components within the first three years of your candidacy. Candidates who do not meet this requirement will have their candidacy terminated and will be required to start the entire certification process again as a first-time candidate.

▪ You have a five-year window to achieve certification. If you do not achieve certification within the five-year window, you may start the entire certification process again as a first-time candidate.

▪ Components must be completed during the assessment cycle in which they are purchased.

▪ There is no minimum or maximum score requirement to retake a component; you can elect to retake any component even if you have met the required minimum average section score(s). However, once you achieve National Board Certification, retake attempts are no longer available.

▪ **You have up to two retake attempts for each component**. For Component 1, you can elect to retake one or more of the three constructed response items/exercises and/or the selected response item part. Candidates have up to two retakes for each of the four parts of Component 1 at any time during the five-year window.

5 Year Eligibility Window to Complete the National Board Certification Process

| Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |

Three Years to Complete All 4 Components

END

START

Retake Window Starts Once You Have Received a Score

END

You have 2 retakes for each component

NOTES:

- The WCTP recommends that you do not retake any component until you have a final composite score.
- 1.75 is the Floor Score (minimum). It should not be considered passing; 2.75 is considered accomplished teaching (passing). However, remember components are weighted.
- 1.75 is required on Component 1 and an average of Component 2, 3, and 4 in order to certify.

What is the process? NB 3.0

C1: Content Knowledge

C2: Differentiation in Instruction

C3: Teaching Practice and Learning Environment

C4: Effective and Reflective Practitioner

You do **NOT** have to go in order of. 1, 2, 3, 4

You may complete the process in one, **two**, or three years

Your choice

Your pace

The National Board does not provide timelines, but we do!
However, many candidates have requested help setting timelines.
The following documents are only SUGGESTIONS.

Summer & Fall - National Board Timeline

Summer	Close Read of Standards, Components, Scoring Guide, and General Portfolio Instructions	Plan Units/Lesson Topics	Create Assessment Notebook
August	Collect Data	Learning Style Inventories/Interest Inventories/Parent Surveys/Analyze Test Data	
September	Contextual Information	Plan & Teach Lessons	Study for Assessment, C1
October	Teach Lessons	Study for Assessment, C1	
November	Write/Complete Forms	Reteach if necessary	Study for Assessment, C1
December	Reflection	Finish Writing	Complete Component(s)

Spring - National Board Timeline

January — Plan Units/Lesson Topics → Study for Assessment, C1

February — Contextual Information → Plan & Teach Lessons → Study for Assessment, C1

March — Teach Lessons/Complete Forms → Study for Assessment, C1 → Schedule assessment once you receive the registration code

April — Write/Complete Forms → Reteach if necessary → Study for Assessment, C1: Complete Online Tutorial, Practice Prompts

May — Reflection → Finish Writing → Complete Component(s) in **early** May → Submit

June — Take Assessment, C1

Using ALL Your Tools
wctp.olemiss.edu

The National Board provides numerous high-quality resources for candidates, but unfortunately few candidates utilize them or even know they all exist. You will find all your resources located in one handy spot on the WCTP website, lower right-hand corner. These are live links, which means they have the most current version of all documents.

Candidate's Toolbox

Resources Include:

- Guide to National Board Certification (ALL candidates must agree they have read this) *
- Registration Guide
- National Board Payment Plan
- **Standards and Components** * (Scroll down to bottom of page)
- **General Portfolio Instructions** *
- The Five Core Propositions
- **Scoring Guide** *
- ATLAS (Create an account. Scroll down to the bottom of the page)
- Electronic Submission Guides & Resources
- Online Assessment Center Tutorial (Link is at bottom of page)
- Component 1: Content Knowledge Assessment Center Policy and Guidelines
- Scoring Calculator
- Video Release Forms
- Request for Component 1 Testing Accommodations
- Video Release Forms

* All candidates should have these documents printed out

Component 1: Content Knowledge
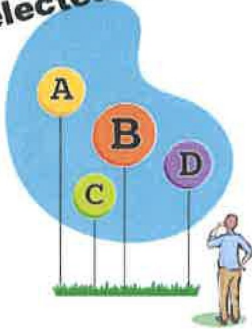### (40% of Your Total Score)
Refer to your Component 1 to answer the questions.
A computer-based assessment asks you to demonstrate your understanding of content knowledge and pedagogical practices for teaching your content area.

Certificate ————————————   Age Range Covered ————————————

Selected Response

45 *Selected* Response Questions

3 Constructed Response (essay) Questions

Constructed Response

Provided RESOURCES

- Test Schematic w/identified Standards for Selected Response Items
- 3 Constructed Response Items (Test Topics Provided)
- Rubric for each Constructed Response Item (Memorize)
- Component 1: Content Knowledge – Assessment Center Policy
- Online Test Tutorial

Duration of Assessment Center Appointments

For all candidates, time is allotted for checking In, completing a nondisclosure agreement, and taking the computer tutorial. There will be a short break after you complete the selected response portion of the exam. The table below shows the testing session schedule.

Task	Time	Total Time of Testing Session
Selected Response Items	60 minutes*	1 hour
BREAK	10 minutes	1 hour, 10 minutes
First constructed response exercise	30 minutes	1 hours, 40 minutes
Second constructed response exercise	30 minutes	2 hours, 10 minutes
Third constructed response exercise	30 minutes	2 hours, 40 minutes

*The time for the selected response items will be 75 minutes for the following certificate areas: AYA and EA Mathematics, AYA and EA English Language Arts, AYA Science (Physics and Chemistry)

Preparing for Component 1
Selected Response

Locate your test schematic in the component 1 instructions. It will be on page 1 and possible page 2. Below you will see a sample. The content in this chart is the ONLY content that will be on this portion of your exam. Note, the chart tells you which standards to study.

Standards Content	Approximate Percentage of SRI Section*
Knowledge of Students and Knowledge of Philosophy, History and Law (Standards I and II) • Child Growth and Development • Effective Advocacy: Knowledge of Philosophy, History, and Law • Exemplifying High Ethical Ideals	20%
Diversity and Family Partnerships (Standards III and IV) • Creating Equitable, Fair, and Diverse Environments • Ensuring Access to Quality Learning Experiences • Collaborating with Parents to Support Students' Education	20%
Communication and Social Development and Behavior (Standards VI and VII) • Understanding Language Acquisition and Development • Using Unique Strategies to Develop Communication Skills • Collaborating with Others to Facilitate Student Language Development • Teaching and Fostering Social Skills • Developing Students' Self-Confidence and Self-Determination • Fostering and Supporting Positive Behavior	30%
Assessment and Curriculum and Instruction (Standards V and VIII) • Using Diverse Assessment Methods for Different Purposes • Academic Core Curriculum – Literacy • Individualizing Curriculum and Integrating Life Skills Development Across Disciplines, Contexts, and Settings • Fostering Student Transitions and Career Development	30%

Remember
You will be tested across the age range of your certificate.

Study national standards, Common Core, Science Next Generation, and National Council of Social Studies

Khan Academy (khanacademy.org) is great for test prep. It covers math, ELA, science, history, and art.

Focus on what you do NOT know

Create a study notebook

Preparing for Component 1
Constructed Response

You have three constructed response questions
All three constructed response questions have different rubrics
It is the EXACT rubric that will be used to score your response at the assessment center.

What's the KNOWN and UNKNOWN about your constructed response questions
You know the topic of the constructed response questions.
You do NOT know the age level of the question. Be prepared for the age range identified by your certificate area
.
Recommended CRI Study Tip
Memorize the rubrics!!! Create an acronym. If you enter the assessment center knowing what is coming, you will perform much better.
SPEND TIME STUDYING AND COMPARING YOUR RUBRICS

Practicing for Constructed Response Items
Each candidate is given three constructed response questions. These questions along with a
sample of each question are provided in your Component 1. This exercise will help you prepare
for answering constructed response questions.

Important Things to Know
Each question has its own rubric.
You will have 30 minutes to answer each question.
The questions are deceptive. Each question has two to four bullets, and each bullet has several
embedded questions. Look for the word "and".
The main three reasons candidates do poorly at the assessment center are candidates do not answer
all the questions, candidates do not integrate the standards (It will NOT prompt you to address the
standards, but it is necessary in order to prove you are an accomplished teacher), and candidates
create low DOK activities.
**This is not an English test. While you are expected to use proper English, but bullets are
allowed.**

**You are provided a sample question for each of your three constructed responses. You should
practice all three. We suggest you practice all three questions using both of the following
methods.**

Practice Method 1:
- Paper and pencil, do not worry about a timer just practice learning how to answer the questions
  thoroughly.
- The purpose of this activity is for you to learn how to think your way through answering the questions.
  You have to get used to looking back at your stimulus AND you want to integrate standards when
  possible. This activity will also help you become familiar with your rubrics.

Practice Method 2:
- You need access to a timer. You may use your phone or a kitchen timer. Set it to 30 minutes.
- You will need access to a computer. You want to compose in a Word document to mimic the real test
  environment.
- Do NOT read or look at your prompt until your timer has started. The timer includes reading the prompt
  in addition to typing.
- This exercise is designed so candidates experience the 30-minute time frame given to answer each
  question.
- You probably will not finish the first time in 30 minutes - that is okay.
- Continue this activity until you can! Remember, you can bullet.
- After you have finished answering your question, analyze it against your rubrics.

Online Testing Tutorial (https://home.pearsonvue.com/nbpts)

Scroll down to the bottom of the page
Work your way through the tutorial multiple times to become familiar with the software
Practice typing on the Constructed Response questions

Component 2: Differentiation in Instruction

Refer to your Component 2 to answer the questions.

(15% of Your Total Score)

This classroom-based 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 work samples that demonstrate the students' growth over time and a written commentary that analyzes your instructional choices.
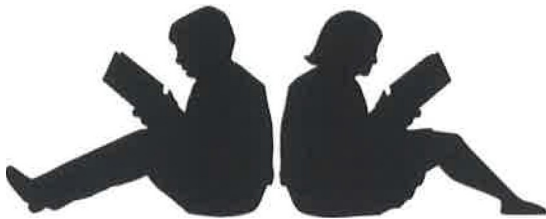
Choose your students
(Most certificates will prompt you to choose two).
How many students do YOU need to choose?

_____

CHOOSE two students that represent different

Does your certificate ask you to teach or assess?

_____

Many certificates indicate how long you should teach your "unit".
Does YOURS? (Check *What Do I Need to* Do?)

Yes_____   NO_____

If yes, how many weeks should your "unit" be?_____

Set Goals/PLAN

How are you going to *DIFFERENTIATE* for these students based on what you know about them?

Collect student work samples   GROWTH   Analyze student work samples

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FORMS

- Contextual Information Form
- Forms vary by certificate but pertain to student work

Component 3
Learning Practice & Learning Environment

Refer to your Component 3 to answer the questions.

(30% of Your Total Score)

This is a classroom-based portfolio entry that 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 and interactions with students. Both the video and the written commentary should demonstrate how you engage students and impact their learning.

Two Video Recordings (10 to 15 minutes)

Forms
- Introduction to Entry - Videos Focus
- Instructional Context Sheet – Who and what do you teach?
- Instructional Planning Form – Unit/Goals/Instructional Format/Materials & Resources/Edits (1 per video)

Plus written commentary!

Commentary instructions will tell you what "subject or content" the video should be. It will either list three different content areas for you two choose from OR tell you two different instruction units. What does your certificate say?

Video Content

_____

Describe your learning goals & demonstrate planning based on knowledge of students and content.

Demonstrate two different teaching strategies/instructional formats (1 for each video) that help your students meet their learning goals

The FOCUS of the video is YOU and your teaching practice. Growth will be a byproduct!

Students should be ENGAGED in the lesson AND with each other

Include one goal from the affective domain!

Yes, YOU do have to be in the video - Provide Feedback − Use Formative Assessment

Watch out for the questions that you are asked to answer...Two questions say...As evidence in the video!!

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.
To what extent did you achieve the lesson's goal or goals? Provide evidence from the video recording to support your answer.

Component 3 Tips

- Component 3 requires that you video two DIFFERENT lessons that feature different teaching strategies (instructional formats).
- Always explain how you used knowledge of students to select your instructional format.
- You and your students must be seen and heard in both videos. See rubric.
- ALL lessons will begin with some degree of whole group. Do NOT call the lesson whole group unless the entire lesson is whole group.
- Check your level 4 rubric. Many certificates require your lessons to be inquiry.
- See the coded example for Component 3 in the General Portfolio Instructions and the exemplars in ATLAS.
- Videos should be 10 to 15 minutes. Aim for 15 minutes.
- Videos may include only two allowable edits. See your Component 3 instructions for specifics.
- When choosing lessons to video, provide evidence in the following aspects of your teaching: Learning Environment, Student Engagement, and Instruction. (See p.~9-10 in your Component 3 instructions)

Examples of Instructional Formats. This is not a complete list.

Socratic Seminar - A formal discussion led by the use of open-ended questions to guide inquiry and reveal knowledge gaps
and biases.

Cooperative Learning (Do not call this small groups) - Students learn effectively when they're working together. Plan activities that require students to work together and learn from one another. In the process, they'll also learn critical thinking skills, communication skills, problem solving skills, and more.

Inquiry Learning - a type of active learning that encourages students to ask questions, conduct research, and explore new ideas.

Performance Task – (This is perfect for Whole Group!) any learning activity or assessment that asks students to perform to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.

Debate - Using debates in the classroom can help students grasp essential critical thinking and presentation skills. Among the skills classroom debates can foster are abstract thinking, citizenship and etiquette, clarity, organization, persuasion, public speaking, research, and teamwork and cooperation.

Technology Tips

- See The General Portfolio Instructions p. 38-48
- Make sure you do not have your recording device set on HD or anything larger
- Practice recording before you record your National Board lesson
- Should you recording device fail you, use your cell phone
- Videos must be mp4. Recommended size is 200 MB to 300 MB. It may be necessary for you to compress your videos.
- Make sure you tell whoever is recording the video to not stop the video. The video must be continuous.

Component 4
Effective and Reflective Practitioner
Using Data to Drive Instruction
(15% of Your Total Score)

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.

Component 4 will ask you to …

1. **Use varied resources to learn all you can about your students (KOS).**
2. Analyze your KOS to identify a skill weakness trend.

3. **Using KOS, create an instructional unit to target this weakness. The unit must include three assessments that you submit with C4: formative, self, and summative. Teach it. Assess it.**
4. Using KOS, decide what your students need you to learn more about so that you can better impact their learning. Identify this professional learning need (PLN), work with others to learn/share, implement it, and prove that pursuing the PLN impacted student learning.

5. **Using KOS, identify a student need and prove that they need it. Work with others to give students what they need and prove it impacted student learning.**
6. Write a commentary about #1-5 and provide assessments/forms/evidence/data to support what you say.

7. **Reflect.**

FORMS, FORMS, FORMS
These are supporting documents for your commentary.
Complete the forms before you write your commentary.
1. Contextual Information Form
   (Who? What? When? Where?)

Knowledge of Students
   2. Group Information & Profile Form

Generation & Use of Assessment Data
   3. Instructional Context Form
   4. Formative Assessment Materials Form
   5. Summative Assessment Materials Form

Participation in Learning Communities
   6. Description of Professional Learning Need Form
   7. Description of Student Need Form

You will work with a GROUP of students. Your certificate will specify what your group is...a whole class/small group.
Look under Overview!
What is YOUR group?

_____

Component Exemplars & Examples

ATLAS provides exemplar texts and videos that certified at a 3.5 or higher.

You may register for a 30-Day Free Trial and have complete access to all certificates or you can register for National Board Candidate account, and you will be provided FOUR exemplar texts!!

Create your ATLAS account. https://www.nbpts.org/support/atlas/

To request access to ATLAS, select from one of the following options. If you already have an account, click here to login.

30-Day Free Trial	National Board Candidates	Request a Quote

The General Portfolio Instructions

p. 20 – 39, Analytical and Reflective Writing
Partial examples of all classroom component are provided with the following key:

KEY: Descriptive = *Italics*; Analysis = Underline; Reflection = **Brackets/Bold**

GENERAL PORTFOLIO INSTRUCTIONS   All Certificate Areas
Components 2, 3, and 4

Component 2 Written Commentary Example

KEY: Descriptive = *Italics*; Analysis = Underline; Reflection = **Brackets/Bold**

The major idea of this sequence of learning is the knowledge and application of

Newton's laws of motion. My state uses the Next Generation Science Standards

(NGSS). Based on the NGSS, the performance expectation (the overarching goal) is to

analyze data to support a claim that Newton's second law of motion describes the

mathematical relationship between the net force on a macroscopic object, its mass, and

its acceleration. I wanted students to get familiar with the different laws of motion and

how they apply to their everyday life as well as for them to understand the law of inertia,

How to successfully use these valuable resources

Read through all the examples and exemplars BEFORE you begin composing your written commentary. Notice how specific an accomplished teacher writes.

Writing for National Boards

Describe	A *description* is a retelling of the facts of what happened in an instructional situation. It is meant to "set the scene" for assessors. Your description should be logically ordered and detailed enough to give assessors a basic sense of your instructional situation so that they can understand the context for your later analysis and reflection.
Analyze	*Analysis* deals with reasons, motives, and interpretation and is grounded in the concrete evidence you provide in the materials you submit. Analytical writing shows assessors the thought processes that you used to arrive at your conclusions about a given teaching situation. It also demonstrates the significance of the evidence you submit.
Reflect	*Reflection* is a thought process that you engage in after a teaching experience. This type of thinking allows you to make decisions about how you would approach similar situations in the future- deciding whether to do something the way you have in the past, differently, or not at all. Although reflective thought may occur at any time, the reflection
	of your writing is where you must show assessors how you use what you have learned from your teaching experiences to inform and improve your practice in the future.

Analysis and reflection overlap, although they are not identical. For the purposes of the portfolio components, analysis involves interpretation and examination of why elements or events described are the way they are, while reflection always suggests self-analysis, or retrospective consideration, of your practice.

MANY of commentaries that do NOT certify include the common mistake of teachers DESCRIBING more than analyzing and reflecting. The ability to tell what you did or planned does NOT demonstrate accomplished teaching!

Trigger Words
Describe: State, List, Describe, What, Which, Who
Analyze: Why? How? In what ways?
Reflect: Goals, Student Performance, What are your successes? What would you do differently? Why would you do it differently?

Analysis Frames
Sentence Starters to Help Develop Analytical Writing

Because ...., I.....

In order to......, I......

Since my students......, I........

Knowing that my students......, I.........

To encourage my students to......., I........

Recognizing that........, I.......

To capitalize on my students' ability to......,I.......

Given that......., I.......

I...... so that........

After considering......., I.......

The purpose of/reason for....... was........

I hoped that......... because........

Desiring my students to........, I......

To ensure that......., I.......

I decided that........ so that......

This was appropriate for these reasons: ....,

Analytic & Reflective Writing Sentence Starters

Provided by: Christy Berg

Analytical Writing is the "So what?" kind of writing.

If a teacher writes a descriptive statement such as: "I let my students choose from a wide array of materials to complete the project," it can become an analytical statement by considering the question, "so what?"

Revised: I let my students choose from a wide array of materials to complete this project _because students at this age are more likely to engage in art activities when they can select their own media. Allowing choice in my classroom during art class has captivated my students. I've discovered that when I give them more independence, they take ownership of their work; it leads to a deeper understanding of the concepts and a great willingness to share their ideas with others._

Analytical Sentence Starters

In order to increase my students' reading comprehension, I chose to …

I knew that my students needed…. The activity prompted them to…

I used this technique to engage student because…

Because my students are visual learners, I chose to…

I did this in order to enhance….

More students can participate if….

I provided them with_____so they could…

My students bring challenges to the classroom, so I design lessons in such a way to provide my students with…

I wanted to encourage my students to___, so I ….

I monitored groups during the lesson because….

Since some of my students can't do homework, I provide the following support:

This is important because…

Since my students are responsible for siblings, it was appropriate for me to…

Reflective writing answers the question "now what?"

Upon reflection…

Her comment tells me that….

His work on this assignment tells me that…

The results of this assessment showed me that…

It is important to realize that…

After observing her for two

This is significant because…

I will continue to reflect on…

I will strive to….

Next time I teach this I plan to…

I now realize that…

The impact of this was…

To extend his thinking, next time I will…

As I read her comments, I could see that….

This will be more effective when…. I gained insight

This is what I'll do differently This is what I want to change

This lesson has helped my students

Because my students are still struggling, but

In the future, I might do… I might try

I have discovered my students…

Overall, I feel that…

If I were to teach this lesson again

This lesson went well, but here is what I want to do for individual students

I noticed in the video that…

Goals met? How do you know? Evidence?

Why was it so successful, and what was your evidence of success?

NEW * 2024*

The National Board allows the use of AI to generate assessment questions and instructional materials for students. If you are considering using content created by generative AI within your submission:
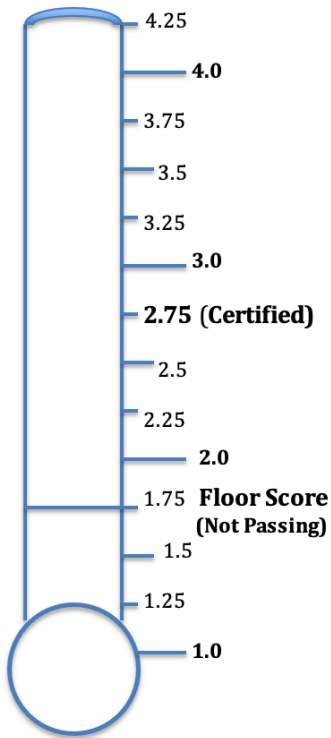
- You must follow the originality requirements. All of the work you submit as part of your response to a portfolio component must be yours and yours alone. The written analyses and other evidence you submit must feature teaching that you did and work that you oversaw. If you fail to adhere to the originality requirements you could be disqualified from the certification process, and the organization or entity funding your certification assessment fee, if any, will be notified of this disqualification and the reason for it. For more detailed information, see the ethics and collaboration section in the _General Portfolio Instructions_.
- You <u>may not</u> use AI to draft or write any part of the written commentary or any forms, to generate student/teacher videos, or to generate student work responses.
- AI may be used for spell check and grammar purposes. However, you should check your work for accuracy after using AI and before submitting your material for scoring.
- You are allowed to use translation software to translate the written commentary. AI may not be used for drafting or writing any part of the written commentary or forms. AI may be used for spell check and grammar purposes. However, candidates should check their work for accuracy after the translation is complete and before submitting their material for scoring.
- You must disclose your use of generative AI in the written commentary or in the instructional materials, in keeping with the practice of citing sources for any selected or mandated assessment.
- Refer to the certificate-specific _Standards_ for guidance on assessment quality, selection, adaptation, and evaluation practices, which apply to all assessments, including those created with generative AI.
- Review the _Certificate-Specific Portfolio Instructions_ for a comprehensive overview of assessment requirements.

Achieving Your Highest Score
Standards, Commentary Questions, and Rubrics

1. Your commentary questions align to the rubric
2. Your commentary is scored by the rubric
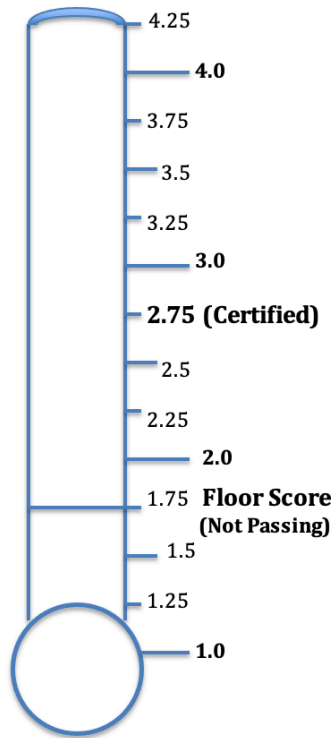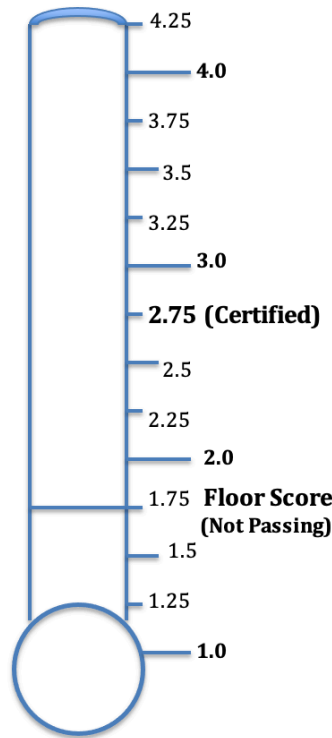3. Your standards align to the rubric

Component 1

- 4.25
- 4.0
- 3.75
- 3.5
- 3.25
- 3.0
- **2.75 (Certified)**
- 2.5
- 2.25
- **2.0**
- 1.75 **Floor Score (Not Passing)**
- 1.5
- 1.25
- **1.0**

Weighted: 40%

My Score: _____

Component 2

- 4.25
- 4.0
- 3.75
- 3.5
- 3.25
- 3.0
- **2.75 (Certified)**
- 2.5
- 2.25
- **2.0**
- 1.75 **Floor Score (Not Passing)**
- 1.5
- 1.25
- **1.0**

Weighted: 15%

My Score: _____

Component 3

- 4.25
- 4.0
- 3.75
- 3.5
- 3.25
- 3.0
- **2.75 (Certified)**
- 2.5
- 2.25
- **2.0**
- 1.75 **Floor Score (Not Passing)**
- 1.5
- 1.25
- **1.0**

Weighted: 30%

My Score: _____

Component 4

- 4.25
- 4.0
- 3.75
- 3.5
- 3.25
- 3.0
- **2.75 (Certified)**
- 2.5
- 2.25
- **2.0**
- 1.75 **Floor Score (Not Passing)**
- 1.5
- 1.25
- **1.0**
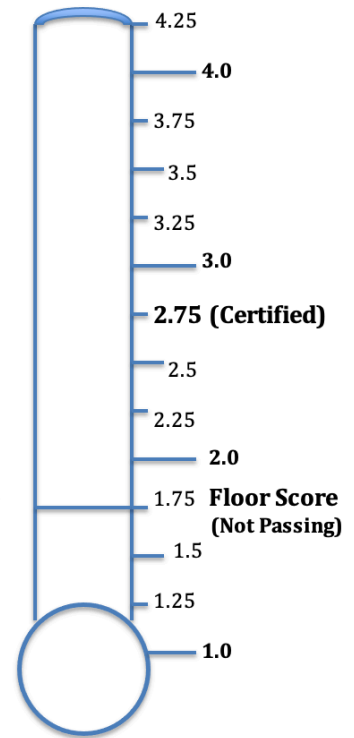
Weighted: 15%

My Score: _____

Understanding Your Scores

Highest Scores are banked

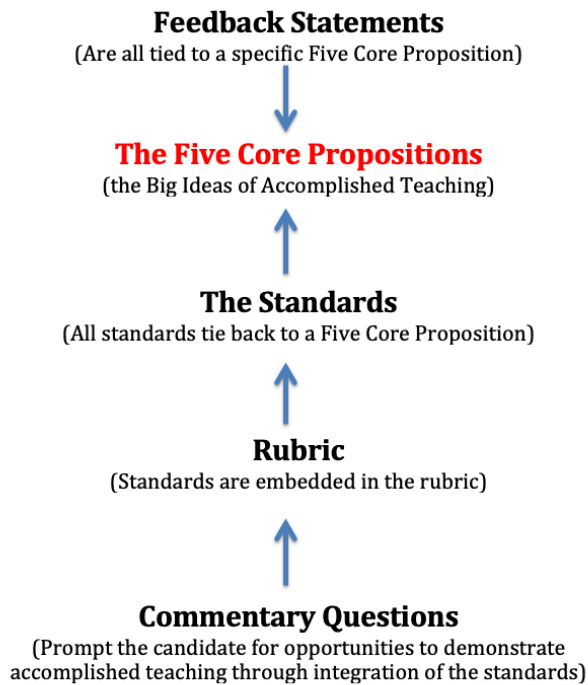Floor Scores (Floor scores do not lead to certification)

You must earn a 1.75 on Component 1

You must earn an average of 1.75 on Components 2, 3, 4

2.75 is certification level. 1.75 is the minimal score.

To certify you must obtain a composite score of 110 and meet the floor scores.

Connections

Feedback Statements
(Are all tied to a specific Five Core Proposition)

↓

The Five Core Propositions
(the Big Ideas of Accomplished Teaching)

↑

The Standards
(All standards tie back to a Five Core Proposition)

↑

Rubric
(Standards are embedded in the rubric)

↑

Commentary Questions
(Prompt the candidate for opportunities to demonstrate
accomplished teaching through integration of the standards)

Students Get Inspired After Reaching Goals

Goals
- **Adjust** goals or **set new** goals based on student assessment and your reflection.

After (Assess)
- Assess students' learning based on your goals
- Collect data
Think "Formative Assessment"

Get (Goals)
- Use KOS to help you set worthwhile goals

Reaching (Reflect)
- What worked? What did not work?
- Particular concerns and issues?

Inspired (Align Instruction)
- Align instruction with your goals
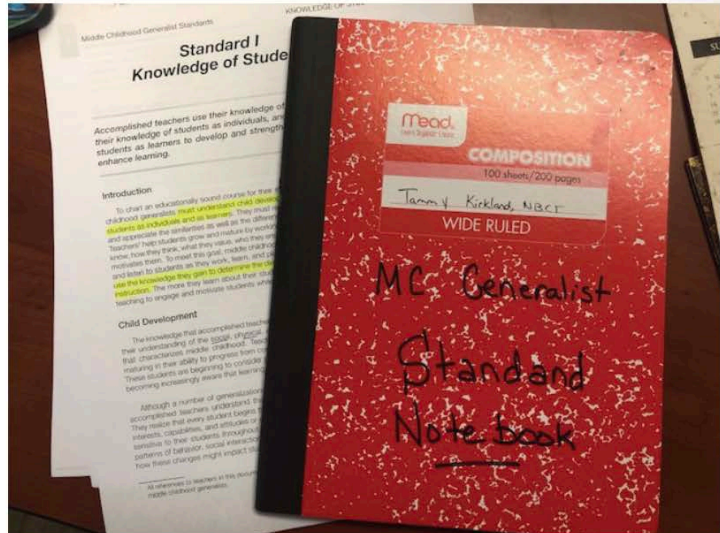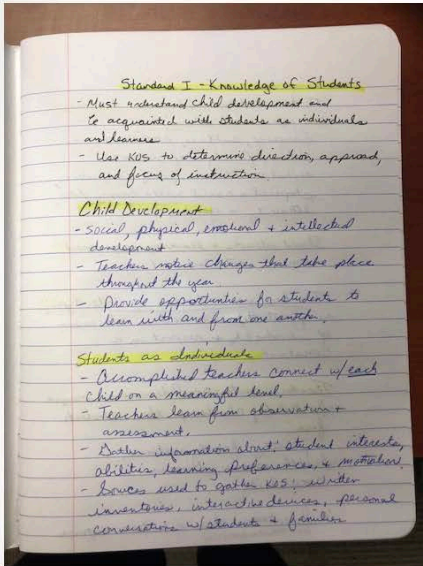- Instruction should be engaging!

Students
- Who are your students
- Where are they?
Think Knowledge of Students (KOS)

Creating a Standard Notebook

If you do not KNOW your standards well, you will not certify

- Print out a hard copy of your standards
- Read each standard one-at-a-time. As you read, highlight and take notes on the standard in your Standard Notebook
- Make sure you include the Standard Name & Number
- Include all headings and your summary of information
- Refer back to your Standard Notebook as you complete each component

Plan with your standards!

You cannot insert standards once you have already taught your lessons.

The Standards ARE examples of how you can meet the Standards!

On page 1 and sometimes page 2 of your portfolio components,
it tells you which standards you should meet in that component.
You should meet each standard 3 or 4 times in different ways.

Format of the Standards

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

Elaboration—This passage provides a context for the standard, **along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard.** The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

Standards Take Away

- **It is not enough to simply answer the commentary questions**

- **You <u>MUST</u> embed examples of how you met the identified Component Standards in order to certify**

Example:

While planning my lesson, I incorporated knowledge of students. **NO!!!!**

While planning my lesson, I incorporated knowledge of students by recognizing that my Hispanic students' culture has taught them to not draw attention to themselves. For this reason, they do not participate much in whole group sessions so I decided to use cooperative groups, which placed the students into small groups and helped them to feel more comfortable participating and engaging with classmates and activities. **YES!!**

Do you see the difference?

Using Your Rubrics

Compare your Rubrics

Rubrics Level 1 & Level 2 = tell you what NOT to do

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC
Component 4: Effective and Reflective Practitioner

Middle Childhood/Generalist

Level 1

The **LEVEL 1** performance provides *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

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

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance.
- applies the knowledge gathered about the group of students in planning instruction and assessment. There may be little or no connection between the gathered information about the students and the unit objectives, instruction, and/or assessments.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments to measure students' progress toward those goals, evaluating student progress, and setting new learning goals to improve student learning. There may be gaps or poor articulation between steps in the process.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be missing and/or disconnected from their intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, and modify instruction. The data may be incomplete or minimal and not used effectively to impact instruction.
- helps some students apply feedback from assessments in ways that impact the students' learning.
- supports student self-assessment to help students become active participants in their education and encourages students to evaluate their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The cited activities may be trivial and/or have little connection to student learning and growth.

Overall, there is *little or no* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC
Component 4: Effective and Reflective Practitioner

Middle Childhood/Generalist

Level 2

The **LEVEL 2** performance provides *limited* evidence the teacher develops and uses knowledge of students gathered from multiple sources to inform instruction and assessment; reflects on his or her own practice; and collaborates with families and caregivers, the community, colleagues, and others to create improvements that advance student learning and growth.

The Level 2 performance provides *limited* evidence the teacher:

- collaborates with families and caregivers, colleagues, and others to develop information about a group of students and evaluates the information for relevance and relative importance. The information gathered may be incomplete or superficial.
- applies the knowledge gathered about the group of students in planning instruction and assessment. The connection between the gathered information about the students and the unit objectives, instruction, and/or assessments may be unclear or weak.
- understands that assessment is a recursive process that involves setting initial learning goals, administering assessments that are appropriate to measure students' progress toward those goals, evaluating student progress, and, based on the analysis of results and knowledge of students, setting new learning goals to improve student learning.
- selects or creates assessments that measure what he/she intends to measure and understands how to use assessments for formative and summative purposes to gain information about student progress and to inform and modify instruction. The assessments may be inappropriate or ineffective for the intended purpose.
- collects, analyzes, and compares data to identify trends and patterns and uses that information to design, evaluate, or modify instruction to meet students' needs. The data may be incomplete or the effect of the data on instruction is vague or general.
- helps students apply feedback from assessments in ways that positively impact the students' learning.
- guides and supports student self-assessment to help students become active participants in their education and evaluate and think critically about their performance.
- reflects on ways to improve his/her instructional and assessment practices that will lead to improvements in student learning and growth.
- expands his/her own professional knowledge by participating in professional development and engaging in advocacy, collaborations with families and caregivers, colleagues, the community, or other learning communities, and/or leadership in order to contribute to student learning and growth. The link between activities for expanding one's professional knowledge and the impact on student learning and growth may be unclear or weak.

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

Rubrics Level 3 & Level 4 = tell you what to do

PORTFOLIO INSTRUCTIONS AND SCORING RUBRIC
Component 4: Effective and Reflective Practitioner

Middle Childhood/Generalist

Level 3

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

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

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

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

Level 4

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

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

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

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

Use your rubrics to help you answer the commentary questions.

See example below.

Answer your questions with the Level 4 rubric in front of you

Rubric (Checklist & Examples)
Example: MC Gen/Component 3

Commentary Question	Rubric (Level 4)
How did you establish a safe, fair, equitable, and challenging learning environment for all students?	that the teacher has established a safe, fair, equitable, and challenging environment that promotes students' self-directed learning and active engagement with the teacher and other students in sharing ideas, conversing purposefully, and listening attentively during activities as students explore topics of substance.

Answer your commentary questions with your level 4 rubric in front of you!
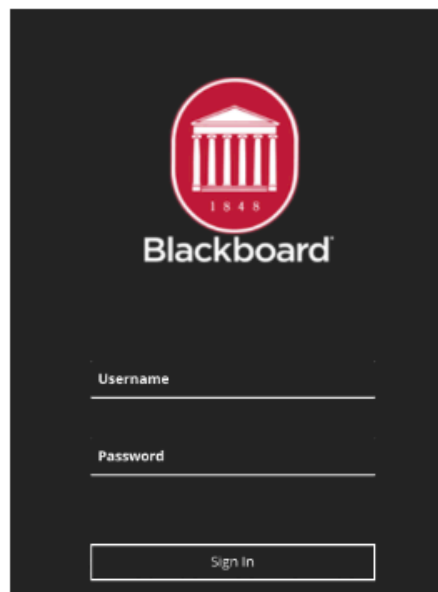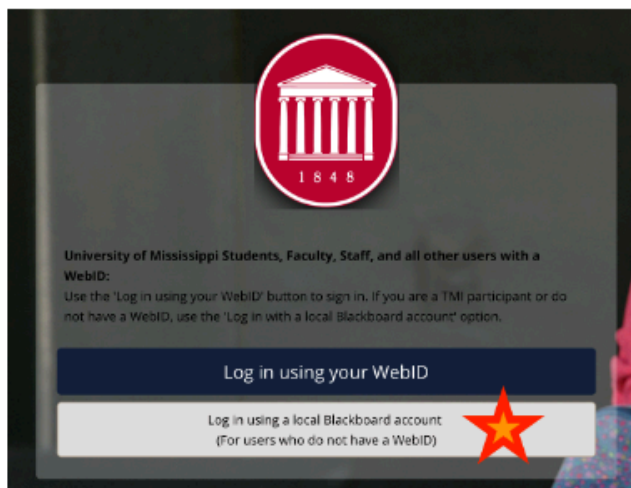
Compare your rubrics for ALL component BEFORE you start work on any component.

Use a highlighter to highlight the different wording.

Note the specific words that you find in Level 4 as compared to Level 3.
These words are often the different between scoring a 3 and a 4.

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WCTP 602
Getting Started with National Boards
COURSE GRAPHIC

START HERE
Introduction to Course

MODULE 1	MODULE 2
Compenent 1	Compenent 2
Content Knowledge	Differentiation in Instruction

MODULE 3	MODULE 4
Compenent 3	Compenent 4
Teaching Practice and Classroom Environment	Effective and Reflective Practitioner

Compenents Overview · Standards & Rubrics · Timelines & Assignments · Forms · Knowledge of Students (KOS) · Goal Setting

Assessing Students · Video Library (eLearning Videos) · Writing for National Boards · Scoring · Self Assessment

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WCTP 602 is a step-by-step, self-paced, thorough candidate support Blackboard course.

What are the major reasons teachers do not certify?

- **<u>They do not follow directions</u>** (#1 reason)
- They do not use all the resources
- Procrastination
- Do not understand the process or how to get started

Have a Question? Call the National Board 1-800- 228-3224

There is a place for you with us!

Questions? Email Tammy Kirkland at kirkland602@olemiss.edu

Who Am I?

Tammy Kirkland, NBCT, M.Ed.

University of Mississippi
SOE Instructor/Director,
World Class Teaching Program

21 Years of Teaching Experience

Middle Childhood Generalist, 2008
Renewal Process, 2017

2019-2020 – National Board Fellow

National Board Consultant