

## National Board Candidate Support

### 1. Making a Videotape

- NBPTS is looking for evidence of your ability to “walk your talk.”
- It is important to realize that your videotapes are not the main event. They serve as illustrations of the points you make throughout your portfolio entry
- Chose the part of the video that best demonstrates the points you want to make about how you meet the standards for your area
- The tapes should tell a great deal about your teaching
- Look at your classroom, your students, and yourself
- **Do you see evidence of the standards?**
- The purpose of the tape is to provide the assessor with evidence that you teach the way you say you teaching your written entries.
- Keep your tapes within the required time limit and not to tape students without release forms (you might want to use one of your practice tapes in your portfolio!).
- The assessor will read the entire entry and then view the video to make sure that there is a match between what you say you do and what you actually do.

### 2. Ethics

- Go to [www.nbpts.org](http://www.nbpts.org)
  1. Candidate Agreements Regarding Ethics
  2. Collaboration Guidelines
  3. Certification Denial or Revocation Policy
- Sometimes well-meaning NBCTs will offer to lend you their portfolios. Don't take them!
- Sometimes mentors will begin a sentence with “On my test I had to ...” Interrupt them immediately and remind them that they signed an oath not to divulge that information.

- Sometimes candidates and NBCTs post their portfolio work on electronic discussion groups, hoping to receive feedback. Delete them unread!
- Sometimes mentors will read and rewrite your work without discussing it with you. Ignore them! This is your portfolio, not theirs.
- Sometimes well-meaning NBCTs who have scored entries in the past will volunteer to score your entry and tell you how to make it better. Although this is not blatantly unethical, it is better for you to compare your work to the standards rather than to rely on a possibly misinformed individual.

### 3. Writing an entry

#### ➤ Instructional Context

1. describe what you knew *before* you planned and taught your lesson/unit
2. The students are a critical part of your teaching context - who, how old, prerequisite skills?, material and methods chosen based on Ss, personality of the class, how are your choices impacted by the Ss?
3. instructional context – time of day, resources available, # of Ss, size and configuration of your classroom, length of the class period
4. CAUTION: even in a self-contained elementary classroom you will not have the exactly same instructional context for each of the entries.
5. Key words: what influenced your.... (planning, choice of materials, etc.) for *this* instruction.

#### ➤ Planning for Instruction

1. Key words: “for these students” and “at this time”
2. You must convince the assessor that *you know your students, the content, and any other variables that may affect student achievement*
3. The assessor should feel that your choices are *logical* and *a academically well grounded*.

#### ➤ Analysis of Instruction, Student Work, Videotape, Assessment

1. How did your activities *further student learning (or not)*
  2. How did you probe students to think
  3. How did you address misunderstandings
  4. tell why you did what you did and how well the students understood the lesson
  5. ensure a logical flow within and between all parts of your practice
  6. The assessor should feel that your choices are *logical* and *a academically well grounded*.
- Reflection
1. tell what you learned about the students,
  2. tell what you learned about the curriculum,
  3. tell what you learned about yourself,
  4. and what you plan to do with this new knowledge
  5. present evidence that supports your conclusions when your instruction worked well
  6. tell how you'd do some parts differently
  7. what results you'd expect with the changes
  8. ALL conclusions and recommendations must, be logically drawn from the information presented in the first three portions of the entry.
- Overall your portfolio must be *tightly woven* with connecting threads about your classroom practice that leads to student achievement.
- Overall, the assessor should *not* be surprised by decisions, recommendations and conclusions you make about students, curriculum and yourself.
- Be Clear
- Be Consistent
- Be Convincing
- And logical

#### 4. Other Stuff

- Assessors have reported that entries lacking passion and voice quite often miss the mark altogether. Write in your own voice – there is no “cookie-cutter” portfolio or writing formula.
- The reader can assess only what is written. Assessors are carefully trained to NOT fill in missing blanks left by the writers. No assumptions will be made by the assessors.
- You may lose points for ignoring evidence of questionable choices. Address what you observe in the videotape – good, bad, indifferent. Do not ignore negative situations; the assessors will see that the negative action is an accurate picture of your teaching. See page 99 of Navigating the National Board Certification Process by Martha H. Hopkins for examples.

#### 5. Editing an Entry

- Have you answered all of the questions thoroughly?
- Does your entry show evidence of accomplished teaching?
- Is your entry tightly woven?
- Is your entry in your own voice?
- Is your entry easy to read?
- Does your entry meet NBPTS requirements?

## 6. Timeline

### ➤ September –

1. Apply to NBPTS online
2. Consider personal commitments
3. STUDY NBPTS Standards and Instructions
4. Write in a journal
5. Begin Entry 4
6. Arrange for videotaping equipment

### ➤ October –

1. Join a cohort group
2. Select student for instructional entries
3. Videotape 1-2 classes and transcribe
4. Note family and community outreach activities to be accomplished

### ➤ November

1. Practice videotaping
2. Analyze video
3. Write a draft of video entry
4. Continue journaling as reflective practice
5. Draft Entry 4

### ➤ December –

1. Complete draft of Entry 4
2. Draft 2<sup>nd</sup> entry
3. Select/confirm/teach lessons for portfolio entries 1, 2, 3
4. Continue journaling as reflective practice

### ➤ January –

1. Complete Entry 4

2. Complete second entry
  3. Draft last 2 entries
  4. Share with colleagues
- February –
1. Complete draft of all entries
  2. share with colleagues
  3. score entries against the standards
  4. revise entries
- March –
1. Revise/complete entries and compile all documentation
  2. edit and proofread
  3. fill gaps, if any
  4. MAIL portfolio entries
  5. make appt. for assessment center
- April –
1. Prepare for assessment center, take practice timed tests on [www.nbpts.org](http://www.nbpts.org)
  2. complete assessment center exercises
  3. relax, celebrate
  4. begin waiting

A. Describe

Part of Speech: *verb*

Definition: explain

Synonyms: call, characterize, chronicle, communicate, construe, convey image, define, delineate, depict, detail, distinguish, draw, elucidate, epitomize, exemplify, explicate, expound, express, illuminate, illustrate, image, impart, interpret, label, limn, make apparent, make clear, make vivid, mark out, name, narrate, outline, paint, particularize, picture, portray, recite, recount, rehearse, relate, report, represent, specify, state, tell, term, trace, transmit, write up, ascertain, assign, characterize, construe, decide, delineate, denominate, denote, **describe**, designate, detail, determine, dub, elucidate, entitle, etch, exemplify, explain, expound, formalize, illustrate, interpret, label, name, prescribe, represent, specify, spell out, tag, translate

B. Analyze

Part of Speech: *verb*

Definition: Break down

Synonyms: anatomize, breakup, cut up, decompose, decompound, determine, disintegrate, dissect, dissolve, divide, electrolyze, hydrolyzed, lay bare, parse, part, resolve, separate, chew over, confab, consider, estimate, evaluate, figure, figure out, hash, inspect, interpret, investigate, judge, kick around, rehash, resolve, scrutinize, sort out, spell out, study, talk game, test, think through

C. Reflect

Part of Speech: *verb*

Definition: demonstrate

Synonyms: bear out, bespeak, communicate, display, evince, exhibit, express, indicate, manifest, reveal, show, be resonant, cast, catch, copy, echo, emulate, flash, follow, give forth, imitate, match, mirror, rebound, repeat, reply, reproduce, resonate, resound, return, reverberate, reverse, revert, shine, take after, throw back, cerebration, chew, cogitate, consider, contemplate, deliberate, head trip, meditate, mull over, muse, noodle, ponder, reason, ruminate, speculate, stew, study, think, weigh, wonder

# NBPTS Personal Reflection Worksheet

## CORE PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1. All students can learn.	I assess each child's current skill level to determine how best to assist the child to continue learning.	I could learn more about how the brain learns.	Read Brain Based Learning materials
2. Knowledge is made accessible.	I build on what students already know and add increments to their existing knowledge. I use strategies like KWL and Venn diagrams to enhance learning.	Examine how I present instructions to make certain they are clear and accessible to all students.	Write out the instructions and ask a group of student to read them and provide feedback to me so I can improve my practice.
3. Students' lives have dignity.	I value students' home cultures and believe they each bring something of value to the classroom. Our classroom has a bulletin board with photos the students take of their neighborhood.	Project: Write a grant to purchase disposable cameras so all students can take out-of-school pictures of their lives beyond the playground. Use these for talking points about cultural differences and similarities.	Contact PTA and other organizations for grant proposals.
4. Student uniqueness is recognized.	Students are unique. Each is valued. When we write poetry, students select their own topics to write about.	Include more ways students can demonstrate accomplishment instead of the one or two options I usually provide. Include more differentiated instruction.	Check with other teachers how they provide differentiated instruction and multiple assessments.
5.			

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## CORE PROPOSITION 1: TEACHERS ARE COMMITTED TO STUDENTS AND THEIR LEARNING

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1.			
2.			
3.			
4.			
5.			

# NBPTS Personal Reflection Worksheet

CORE PROPOSITION 2: TEACHERS KNOW THE SUBJECTS THEY TEACH AND HOW TO TEACH THOSE SUBJECTS TO STUDENTS

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1.			
2.			
3.			
4.			
5.			

# NBPTS Personal Reflection Worksheet

CORE PROPOSITION 3: TEACHERS ARE RESPONSIBLE FOR MANAGING AND MONITORING STUDENT LEARNING

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1.			
2.			
3.			
4.			
5.			

# NBPTS Personal Reflection Worksheet

CORE PROPOSITION 4: TEACHERS THINK SYSTEMATICALLY ABOUT THEIR PRACTICE AND LEARN FROM EXPERIENCE

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1.			
2.			
3.			
4.			
5.			

# NBPTS Personal Reflection Worksheet

## CORE PROPOSITION 5: TEACHERS ARE MEMBERS OF LEARNING COMMUNITIES

KEY POINTS	CLEAR, CONSISTENT, AND CONVINCING EVIDENCE	POSSIBLE IMPROVEMENTS	NEXT STEPS
1.			
2.			
3.			
4.			
5.			

## **Your written work is the main vehicle for communicating with assessors!**

DESCRIPTIVE WRITING	ANALYTICAL WRITING	REFLECTIVE WRITING
<p>Simply <i>describes, states, lists</i> or <i>summarizes</i></p> <p>Is <b>RETELLING</b> of what happened and allows the reader to <b>CLEARLY VISUALIZE</b> what the teacher is describing</p> <p><b>Set the Scene</b> for the assessors</p> <p>Answers <i>what, when where, which, and how</i></p> <p>Addresses the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the <i>goal</i> of the lesson?</li> <li>2. What are the <i>concepts</i> in the lesson?</li> <li>3. What is the logical <i>order</i> of the lesson?</li> <li>4. How does the lesson <i>impact student learning</i>?</li> <li>5. How did the students <i>respond</i>?</li> <li>6. Were student responses <i>accurate</i>?</li> <li>7. What aspects of the lesson <i>need improvement</i>?</li> <li>8. What were some <i>inconsistencies</i> in the lesson?</li> <li>9. What type of student <i>feedback</i> did I give?</li> </ol> <p>When you are asked to <b>describe</b>, your response should meet these criteria:</p> <ol style="list-style-type: none"> <li>1. <b>accurate and precise</b> enumeration and/or explanation of critical features;</li> <li>2. <b>clear and logical</b> ordering of the elements or features of the event, person, concept, or strategy described; and</li> <li>3. inclusion of <b>ALL</b> features or elements that would allow an outsider to <b>see as you see</b> whatever is described.</li> </ol>	<p><b>Interpretive</b> writing involved <i>breaking down, examining, and explaining information</i>.</p> <p>Deal with <b>reasons, motives</b> and <b>interpretation</b>, grounded in <i>concrete evidence</i> and shows assessors <i>the thought processes</i> that you used to arrive at the conclusions.</p> <p>Is called for when a prompt asks:</p> <ul style="list-style-type: none"> <li>➤ <b>HOW, WHY, or IN WHAT WAY</b></li> <li>➤ To identify a particularly successful moment in a sample of teaching and <b>WHY</b> you regard it as successful</li> <li>➤ For a <b>RATIONALE</b></li> <li>➤ What a student performance suggest about your teaching.</li> </ul> <p>Answers the <i>so what's</i> of descriptive writing and allows for the '<i>what it all means</i>' regarding your lesson, as well as how your students understood the lesson.</p> <p>The focus is on <b>WHY</b> it happened!</p>	<p>Always suggests <i>self-analysis</i>, or <i>retrospective</i> consideration of one's practice, in the terms of this assessment.</p> <p>Is called for when the entry prompts <b>ASK YOU TO CONSIDER THE SUCCESSES</b> of the lesson and <b>WHAT YOU WOULD DO (DIFERENTLY) NEXT TIME</b> and <b>WHY YOU WOULD DO THIS</b></p> <p>Answers the questions:</p> <ul style="list-style-type: none"> <li>➤ What did <b>you learn</b> from the lesson and student work?</li> <li>➤ What would <b>you modify</b> or do differently if you were to do the lesson again?</li> </ul> <p>Include both positives and negatives, however <i>reflective writing is not a summary, or conclusion!</i></p> <p><b>REFLECTION EMPHASIZES IMPROVEMENT – IT ISN'T A FORUM FOR EXPLAINING A LACK OF PERFECTION!</b></p>

Buzzwords!		
<ul style="list-style-type: none"> <li>• Above and beyond the average teacher</li> <li>• Active engagement</li> <li>• Advance student understanding</li> <li>• Appropriate assessment</li> <li>• Behavior intervention</li> <li>• Beyond the classroom</li> <li>• Broad and comprehensive understanding</li> <li>• Challenging</li> <li>• Clear, convincing, connecting, consistent evidence</li> <li>• Connections to the real world</li> <li>• Connections to self</li> <li>• Connections to similar events</li> <li>• Conscious and deliberate</li> <li>• Critical thinking</li> <li>• Constructive feedback</li> <li>• Demonstrate</li> <li>• Direct impact on student learning</li> <li>• Directly relevant</li> <li>• Diverse perspective</li> <li>• Dynamic interactions</li> <li>• Effectively manage</li> <li>• Empower students</li> <li>• Encourage</li> <li>• Engaging</li> <li>• Efficacy</li> </ul>	<ul style="list-style-type: none"> <li>• Equality &amp; diversity</li> <li>• Equitable</li> <li>• Facilitation of learning</li> <li>• Fairness</li> <li>• For example</li> <li>• High expectation</li> <li>• How do I know? I know because</li> <li>• Inclusiveness</li> <li>• Insightful questions</li> <li>• Increase student learning</li> <li>• Interdisciplinary</li> <li>• Integrated classroom</li> <li>• Learning community</li> <li>• Meaningful</li> <li>• Measurable increase in student learning</li> <li>• Meets standards</li> <li>• Modeling</li> <li>• Motivational</li> <li>• Outcome based</li> <li>• Parent partnership</li> <li>• Problem solving</li> <li>• Productive classroom</li> <li>• Promote highest achievement</li> <li>• Real world relevance</li> <li>• Reflect incisively</li> <li>• Relevant characteristics</li> <li>• Rich and in-depth</li> </ul>	<ul style="list-style-type: none"> <li>• Rich variety of sources</li> <li>• Risk-taking</li> <li>• Safe and welcoming environment</li> <li>• Stimulating variety</li> <li>• Student empowerment</li> <li>• Student interchange</li> <li>• Student learning</li> <li>• Student perspective</li> <li>• Students as individual learners</li> <li>• Substantive teaching</li> <li>• Supportive</li> <li>• Teacher as learner</li> <li>• Teacher-directed</li> <li>• Teaching strategies</li> <li>• Two-way interaction</li> <li>• Two-way communication</li> <li>• Unique learning needs</li> <li>• Value diversity</li> <li>• Work collaboratively</li> </ul>

