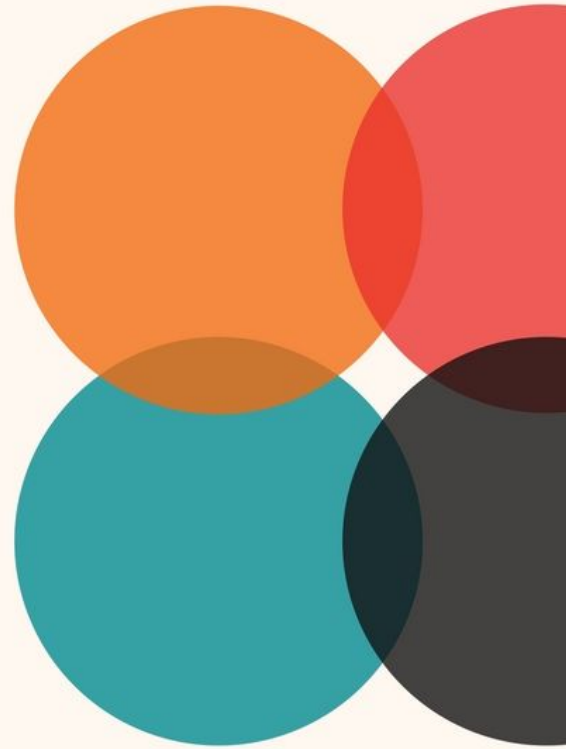


For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these 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](http://nbpts.org).

# STANDARDS STUDY

## National Board Professional Teaching Standards



## Advocacy

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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

<b>ART (EAYA)</b> <i>Early Adolescence through Young Adulthood</i>	<b>NOTES</b>
<p><b>Advocacy is included throughout the Art (EAYA) Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD II: Knowledge of Students as Learners</b>  <b>STANDARD III: Equity and Diversity</b>  <b>STANDARD V: Curriculum and Instruction</b>  <b>STANDARD VII: Instructional Resources and Technology</b>  <b>STANDARD IX: Collaboration with Families, Schools, and Communities</b></p>	
<p><b>OVERVIEW:</b> Accomplished art teachers also find opportunities to work with their colleagues, are proactive in educating administrators and their peers about the arts, and develop a network of mutual support. Among the strongest advocates for the importance of art education are accomplished teachers. Accomplished art teachers advocate for quality art education and work to strengthen arts programs and to ensure that the visual arts remain a central part of the school’s curriculum....As proactive art advocates, accomplished teachers realize when, where, and how the arts contribute to school, district, state, and national reform issues. Teachers are committed to being involved in whole-school reform. They ensure that colleagues, administrators, and other decision makers have access to current research regarding the benefits of study in the arts. Accomplished teachers promote quality visual arts education throughout all aspects of curriculum, instruction, and assessment, working within the context of school reform at all levels to inform and influence policy and decision makers. <i>Introduction section, p. 13, 14</i></p>	
<p><b>From Standard II: Knowledge of Students as Learners</b>  <b>From the Section Teachers Consider the Special Needs of Students</b></p> <p>Constantly striving to ensure that students with disabilities are included in learning 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><b>From Standard III: Equity and Diversity</b>  <b>From the Section Teachers Foster Equity</b></p> <p>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</p>	

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.

***From Standard V: Curriculum and Instruction***

***From the Section Teachers Know How to Deliver the Content of Art***

Additionally, teachers help students identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the community. Teachers work with their students to help them understand their roles as audiences for art; consumers of art; teachers of art; and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities. (See Standard I—Goals of Art Education, Standard II—Knowledge of Students as Learners, Standard IV—Content of Art, Standard VII—Instructional Resources and Technology, and Standard VIII—Learning Environments.)

***From Standard VII: Instructional Resources and Technology***

***From the Section Teachers Develop a Diverse Resource Base***

In situations where resources are meager and funds are limited, accomplished teachers are models of resourcefulness. While proactively working to rectify inequities in instructional resources, teachers distinguish themselves by locating external resources. To advocate and acquire support for quality art education programs, they investigate a range of options. They might write grant proposals, ask for donations from parents, seek sponsorships from businesses, or access other resources in the

community. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) Of course, teachers work under different degrees of financial constraint and access to particular types of resources; however, accomplished art teachers, despite limitations, use available resources imaginatively and productively.

**Standard IX: Collaboration with Colleagues, Schools, Families, and Communities**  
(not all sections included)

Accomplished art teachers believe that their responsibilities as professionals include a commitment to the continuing growth and development of their colleagues, their schools, and their field. They see themselves as members of larger learning communities with responsibilities that extend beyond the classroom, including a charge to shape a healthy professional culture in their schools and beyond and to promote art education as an integral part of a complete education. This charge includes outreach to community members, parents, and other stakeholders outside of art education. When possible, they collaborate with other art educators on issues specific to art education and also join with colleagues from other disciplines in exploring ways that the arts can contribute to the general purposes of education. Although accomplished teachers commit to various levels of participation within such collaborations, their ultimate goals are to improve their practice and to affect student achievement. (See Standard I—Goals of Art Education.)

Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. Accomplished teachers know that the expectations and actions of families have a significant impact in the learning success of students. They respect the role of families as the first teachers of their students and acknowledge the high aspirations that most families have for the success of their children. Family members are usually keen observers and accurate reporters of student strengths and needs. They have a continuing, critical influence on student development and on student attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for the progress of their students in art. (See Standard II—Knowledge of Students as Learners.)

Dynamic learning communities exist beyond the school structure. Accomplished teachers collaborate with arts agencies, community members, and institutions as partners who provide quality educational experiences for students.

**From the Section Teachers Cultivate Family Interest in and Support for Art Education**

Teachers offer parents suggestions on helping their children develop their abilities in art. They also help families understand the importance of providing time and space for their sons and daughters to engage in art learning. They connect families and students with appropriate opportunities for planning in relation to high school, technical schools, college, or careers. Teachers may also assist parents by serving as advocates for students within the school. They help students and their parents construct meaning by relating art in community spaces to the art education in the school

<p>curriculum. In this way, teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, advocates, makers, and consumers of art.</p> <p><b>Teachers Are Advocates for the Visual Arts and Work with Colleagues to Influence Policies That Affect Art Education</b></p> <p>Teachers actively participate in planning and implementing policies at the school, district, state, regional, and national levels. In doing so, they proactively present the goals of early adolescence through young adulthood art education for consideration in decision-making processes. (See Standard I—Goals of Art Education.) Accomplished teachers work to inform and influence decision makers, administrators, and colleagues on the roles the arts can and should play in education for all students. In addition, they participate effectively with other educators on committees and projects to improve school policies, organization, and procedures. Teachers understand the impact that planning, facilities, staffing, professional development, instructional resources, scheduling, and financing have on student learning in art, and they communicate with the appropriate personnel to inform and influence related decisions. They communicate to the larger community the vital role that the visual arts play in the education of students. They work to foster a culture in which the arts have a significant place and students can learn, grow, and flourish. (See Standard II—Knowledge of Students as Learners and Standard VIII—Learning Environments.)</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>*

<b>ART (EMC)</b> <i>Early and Middle Childhood</i>	<b>NOTES</b>
<p><b>Advocacy is included throughout the Art (EMC) Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD II: Knowledge of Students as Learners</b>  <b>STANDARD V: Curriculum and Instruction</b>  <b>STANDARD VI: Instructional Resources and Technology</b>  <b>STANDARD VIII: Collaboration with Families, Schools, and Communities</b></p>	
<p><b>OVERVIEW:</b> Each day in schools across the United States, accomplished art teachers provide our nation’s children with high-quality experiences in the arts...Quality art education flourishes, and among the strongest advocates for the importance of art education are accomplished teachers. <i>Introduction section, pp. 11-12</i></p>	
<p><b><i>From Standard II: Knowledge of Students as Learners</i></b>  <b><i>From the Section Teachers Consider the Special Needs of Students</i></b></p> <p>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 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><b><i>From Standard V: Curriculum and Instruction</i></b>  <b><i>From the Section Teachers Deliver the Content of Art</i></b></p> <p>Additionally, teachers help children identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the community. Teachers work with their students to help them understand their roles as audiences for art, consumers of art, teachers of art, and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities.</p> <p><b><i>From Standard VI: Instructional Resources and Technology</i></b>  <b><i>From the Section Teachers Develop a Diverse Resource Base</i></b></p> <p>In situations in which resources are meager and funds limited, accomplished</p>	

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<p>teachers are models of resourcefulness. While proactively working to rectify inequities in instructional resources, teachers distinguish themselves by locating external resources. To advocate and acquire support for quality art education programs, they investigate a range of options. They might write grant proposals, ask for donations from parents, seek sponsorships from businesses, or access other resources in the community. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Of course, teachers work under different degrees of financial constraint and access to particular types of resources; however, accomplished art teachers, despite limitations, use available resources imaginatively and productively. Access to resources does not make teachers accomplished. Their ability to use available resources—however limited or extensive—to promote effective learning is what distinguishes them as accomplished in the use of resources.</p> <p><b><i>From Standard VIII: Collaboration with Families, Schools, and Communities</i></b> <i>(not all sections included)</i></p> <p><b>Teachers Are Advocates for the Visual Arts and Work to Influence Policies That Affect Art Education</b></p> <p>Teachers actively participate in planning and implementing policies at the school and district levels. In doing so, they proactively present the goals of early- and middle-childhood art education for consideration in decision-making processes. (See Standard I—Goals of Art Education.) Teachers understand the impact that planning, facilities, staffing, professional development, instructional resources, scheduling, and financing have on student learning in art, and they communicate with the appropriate school personnel to inform and influence decision makers. They communicate to the larger school community the vital role that the visual arts play in the education of students. They work with colleagues to foster school and community cultures in which the arts have a significant place and students can learn, grow, and flourish. (See Standard VII—Learning Environments.)</p> <p><b>Teachers Cultivate Family Interest and Support for Art Education</b></p> <p>Teachers communicate with families about their children’s accomplishments, successes, and need for improvement, in some cases discussing the means for achieving higher goals. They make every attempt to respond thoughtfully to family concerns. They interpret and discuss student work in a manner that is clear and that provides parents with an accurate portrait of student progress. They search for ways to share the art program’s objectives and expectations for its students as well as the reasons behind group or individual assignments. When possible, they include families in setting, implementing, and evaluating goals. (See Standard I—Goals of Art Education and Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.)</p> <p>Teachers offer parents suggestions on how to help their children develop their ability in art. They also help families to understand the importance of providing time</p>	
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<p>and space for children to engage in art learning. Teachers may also assist parents by serving as advocates for students within the school. Accomplished teachers find ways to connect students and their artwork with the larger community through exhibitions, programs, and field trips. They help students and their parents construct meaning by relating art in community spaces to the art education in the school curriculum. In this way, teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, makers, and consumers of art.</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>*

<p><b>CAREER AND TECHNICAL EDUCATION (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Career and Technical Education Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD V: Assessment</b>  <b>STANDARD VII: Program Design and Management</b>  <b>STANDARD IX: Collaboration with Families, Schools, and Communities</b> (<i>entire Standard included</i>)</p>	
<p><b>OVERVIEW:</b> (Standard IX) Accomplished teachers collaborate with stakeholders within their schools and communities to improve instruction, promote student learning, and advocate for their fields of expertise in education and related industries.</p>	
<p><b>From Standard V: Assessment</b></p> <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><b>From the Section Utilizing Assessment Data</b></p> <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</p>	

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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.

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.

***From Standard VII: Program Design and Management***

Accomplished career and technical education (CTE) teachers are leaders who take an active role in the design and management of their programs. They vary their approach based on the unique qualities and characteristics of their CTE programs, similar to the way they differentiate their instruction based on the needs and interests of their students. Importantly, accomplished CTE teachers function as program managers regardless of their grade level, regional location, student demographic, or professional area of expertise. No matter the school setting, all CTE teachers engage in some form of data analysis, curricular design, and program advocacy. They seek opportunities to become involved in course and program design or curricular mapping at the school, district, state, or national level, working through professional associations, career and technical student organizations, or other educational networks to sustain the efficacy of their programs and promote the educational goals of their students.

**Program Management**

Accomplished CTE teachers contribute to the ongoing management of their programs in various ways. They monitor and maintain student data related to enrollment, placement, retention, and certification to demonstrate successful program outcomes. They inventory and maintain resources such as classroom equipment, materials, or financial funds to protect program investments. Instructors also facilitate cocurricular CTE-related student organizations to motivate students and extend the impact of CTE learning environments. Finally, teachers evaluate the vertical alignment between middle and high school programs and between secondary and postsecondary

<p>programs to preserve articulation agreements held by their schools vis-à-vis dual enrollment, dual credit, or postsecondary credit. So, for instance, an instructor who teaches law and public safety might invite a professor from a local criminal justice program onto her advisory board to promote curricular alignment, to provide her students with the chance to matriculate seamlessly into a postsecondary course of study, and possibly even to champion an opportunity for students to earn college credits. The vigilant management of CTE learning environments ensures that programs remain productive and useful for students.</p> <p>The information that accomplished CTE teachers gather and examine during management activities supports their advocacy for students and programs.</p> <p>Instructors collect data to demonstrate how CTE programs help schools and districts fulfill their educational goals. For example, a teacher might use pre- and post-testing to identify how the applied mathematical and technical reading components of his program contribute to district objectives for improving numeracy and literacy. Similarly, a teacher might measure program outputs—the number of students who completed the sequence of courses in her program, the number who pursued postsecondary education, or the number who obtained employment in their field—to demonstrate the educational value of her program. Coupled with evidence collected through student and employer surveys or interviews, this information could be disseminated to administrators and school board members or as part of the program’s marketing materials for potential students and their parents. Accomplished teachers use data strategically to promote their programs and gain stakeholder support.</p> <p>By forming collaborative relationships and building professional networks, accomplished CTE teachers develop sustainability plans that enrich their programs. They seek supplemental funding from private or public sources at the local, state, or federal level so they can subsidize CTE classes and expand course offerings when possible. Teachers also form active alliances with companies and businesses to increase their programs’ appeal and invite the participation of students, parents, and community members. For example, a family and consumer science instructor who teaches apparel production may partner with a local theatre to have her students assist with costume construction so they can gain hands-on experience while the program enjoys beneficial exposure. Instructors market their classes to students so they can raise program awareness and promote broader participation in CTE programs. They may also increase student diversity and address equity issues by recruiting students who have traditionally been underrepresented in specific career pathways. Accomplished CTE teachers integrate program management and advocacy to develop multivalent strategies that make their programs more expansive and rewarding for all stakeholders.</p> <p>Because career and technical education serves many interests, effective program design is critical. Programs must be aligned with postsecondary educational requirements and workplace demands so students can make informed decisions and prepare themselves for future challenges. Communicating the value of CTE</p>	
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programs to stakeholders across educational and professional communities promotes widespread understanding of the many ways career and technical education prepares students for successful lives. By demonstrating how applied instruction enhances cross-disciplinary knowledge, builds technical understanding, and develops employability skills, teachers show themselves, their colleagues, and the education profession at large what a significant contribution CTE makes to student learning. Information on the number of students who enter postsecondary education programs and gain employment in various industries reinforces just how profound the impact of that contribution is. Effective program design supports the development of productive programs, while strategic program management ensures that CTE learning environments foster student success for years to come.

**Standard IX: Leadership in the Profession**

Accomplished CTE teachers are effective teacher leaders who understand their roles as contributors to and advocates for career and technical education. They recognize there is a continuum between the roles of learner and leader, and they act as both to leverage the strength of others and maximize outcomes that empower the profession. Working to improve student learning and promote the growth of CTE programs, they provide significant leadership at a variety of levels—local, state, or national. Accomplished teachers work tirelessly, securing and safeguarding program resources, developing curricula, engaging in professional development, mentoring other educators, and advocating for the profession.

Without ample resources, CTE programs cannot flourish. In the absence of school or system level funding, accomplished instructors actively pursue business partnerships to obtain access to equipment, materials, and supplies they need to sustain the innovative curricula that characterize continuously evolving CTE learning environments. Teachers petition stakeholders to fund the design and implementation of educational experiences that inspire intellectual discovery. For instance, a culinary arts instructor may convince local restaurateurs to sponsor small-scale student enterprises, culminating in the operation and management of a class catering venture.

In addition to community-based partnerships, teachers might individually or jointly apply for corporate and educational grants to fund creative projects. For example, a team of teachers specializing in engineering, apparel design, and the performing arts might obtain a grant so their students can observe theatre professionals at work, engage them in a dialogue about their craft, and put lessons learned into practice by designing sets, creating costumes, and staging their own play for the public. Endeavors like these support CTE teaching objectives while drawing attention to the unique value that CTE programs bring their students, namely, the opportunity to plan complex projects and turn them into reality using a wide range of skills to meet challenges and solve problems along the way, as professionals do in the workplace.

Procuring resources to maintain and advance CTE programs represents one aspect of teacher leadership; sharing resources with other educators through the development

<p>of curricula is another. Accomplished CTE teachers value their relationships with educators in career and technical education and in other disciplines. Forging connections with their colleagues, they combine resources to create learning environments that help students build cross-disciplinary knowledge and connect instructional content with real-world experiences. For example, a health teacher may collaborate with science and mathematics instructors to identify related objectives in their curricula and develop cross-disciplinary units on the analysis of nutritional content in packaged foods. Or a construction technology teacher may work with a mathematics instructor to sponsor a joint project that requires students to master geometric principles while designing and building playground equipment for a local school. In both instances, CTE instructors devise curricula that not only stress the importance of developing cross-disciplinary knowledge, but also demonstrate the pedagogical advantage of synthesizing it through application in a professional context.</p> <p>To create and enhance curricula, accomplished CTE teachers collaborate with educators and professionals in their technical fields on the state or national level as well. Often, these opportunities arise through membership in professional associations. For example, an aviation instructor might collaborate with a team of teachers affiliated with his career and technical student organization on the state level to align content standards with performance criteria used at competitive aviation events. Or a computer programming instructor might work with programmers across the country to review the curriculum for an online course being developed as an open educational resource for teachers and students worldwide. While all teachers engage in developing curricula for their classrooms, accomplished teachers collaborate with others so they can offer their students exciting, compelling content that takes multiple viewpoints into consideration. Teaming with colleagues and administrators as well as postsecondary educators, industry partners, and community leaders, accomplished CTE teachers continuously strive to extend and enrich the learning opportunities available to students in their programs.</p> <p>Curriculum development often triggers discussions about the implementation of new resources. Accomplished CTE teachers take the lead in identifying professional development opportunities and supporting the management processes used to integrate resources. All educators engage in training activities to improve their instructional practices and student outcomes, but accomplished educators select opportunities purposefully, reflecting on student data and their teaching experiences to identify gaps in their professional practice. Instructors encourage their colleagues to participate in these opportunities as well by organizing or promoting learning events at their schools and districts or within larger professional communities. For example, a CTE teacher may choose an educational topic, select an appropriate book, and gather a study group of colleagues in her building; she may also assemble a team through a professional network or organization to provide in-service training on technology newly implemented in her building. CTE instructors understand the vital importance of undertaking regular professional development as a teacher and as a</p>	
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<p>practitioner in a field, and they participate in training with a dual purpose in mind—to strengthen their pedagogical and technical skills so they can improve student learning and promote program growth. CTE instructors work with other faculty and staff diligently, engaging in learning communities, contributing to management and decision-making processes in their programs, and implementing plans for continuous school improvement. Accomplished teachers participate in needs assessment activities on district, state, and national levels. For instance, a teacher may submit a professional development survey administered by faculty at a state workforce education program or participate in a delphi study identifying best practices. Accomplished CTE teachers work to advance teaching practices across learning communities and are active members of professional and industry organizations. A teacher may, for example, serve as an officer for a state CTE organization or present a seminar at a national technical conference. Program leadership and professional development go hand in hand for accomplished CTE teachers, who are dedicated to modeling the personal and communal benefits of lifelong learning for their colleagues and students.</p> <p>In addition to facilitating large group learning, accomplished CTE teachers interact with other instructors as individuals, serving as coaches to support their colleagues’ professional development or recruiting teachers to join their programs. CTE instructors act as mentors to help improve the effectiveness of new teachers, with the goal of enhancing student learning and increasing achievement. For example, a team of instructors may share their insights on lesson plans, instructional strategies, classroom management, or data analysis with novice educators. Accomplished CTE teachers may serve as mentors whether they are in the same content area as new instructors or in a different one; similarly, they may advise instructors who are members of non-CTE departments. Within their programs, CTE teachers encourage novice educators to undertake some of the logistical tasks associated with project-based instruction so they can gain more experience while relieving their advisors of some instructional responsibilities. For instance, an engineering teacher who has hosted a robotics competition for years might mentor a new instructor by training him to host the competition on a biannual basis to the benefit of both teachers. Experienced educators work proactively with novice teachers to maintain a high quality of instruction in CTE programs and to promote the efficiency of their management. Reaching out beyond their programs, instructors also recruit and advise individuals interested in pursuing teaching as a career. For example, a CTE instructor may speak at local colleges, universities, or trade organizations to inform future educators about career opportunities in CTE programs—or may welcome interns to the classroom to demonstrate the challenges and rewards of being a CTE teacher. Mentoring teaching candidates and novice teachers supports the recruitment and retention of CTE professionals and strengthens the delivery of instruction in engaging learning environments.</p> <p>To meet student needs and improve outcomes, accomplished CTE teachers support other teachers while advancing their programs and advocating for career and technical education as a whole. They understand the importance of promoting CTE</p>	
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programs to students, parents, educators, and employers so every stakeholder understands the value of CTE and the significant role it plays in preparing tomorrow's graduates for the workplace. Accomplished teachers communicate this message by engaging in conversations, making presentations, writing editorials, and pursuing other activities that convey the positive impact of career and technical education. They may contact local and state representatives and initiate dialogues with policy makers that stress the urgency of securing resources and funds for the continuation and expansion of CTE programs. Teachers also develop relationships with other members of their state and national professional organizations to expand the number of partners in their programs' success. Accomplished teachers may regularly do any and all of these things to convey the mission of CTE to the public. For example, a teacher who develops a seminar about the implementation of current trends in CTE classrooms and the benefits of having well-trained students for local industry may advertise the seminar in trade journals, gain interest from business representatives, and increase the network of stakeholders interested in hiring students and possibly contributing resources, materials, or time to his program. Successful advocacy requires initiative on the part of CTE instructors and involvement on the part of stakeholders. Collaboration fuels advocacy, and advocacy inspires collaboration—the accomplished teacher recognizes this synergy.

Accomplished teachers understand the power of showcasing CTE programs and student organizations to community members, work professionals, and elected officials so that these stakeholders can witness the educational value and economic impact of career and technical education in action—and become involved, or remain involved, in sustaining these vital learning environments. For instance, a family and consumer science teacher who manages a hospitality program might contact the local chamber of commerce to arrange an opportunity for students to cater a legislative open house or charity fundraiser; after observing the students in action, community members might offer the teacher more work proposals or inquire about other ways to support her students and program. Teachers use many ways to present their students' work. Educators may host open houses that feature student projects or sponsor career fairs at which students, parents, and members of the local community can learn about a range of student-led business ventures and find out how to support CTE. Instructors may also write blogs that describe classroom- and community-based activities or use newspaper articles and press releases reporting student service projects and club competitions to reach a larger number of community stakeholders. In all these ways and more, accomplished CTE teachers strive to bring stakeholders into the learning environment so instructors can broaden the audience for their students' work, enrich their experience, and show stakeholders how students in thriving CTE programs learn, grow, become professionals, and contribute to their communities. By demonstrating the wealth of opportunities that CTE programs can offer their students, from the exploration of academic interests to the pursuit of professional success, accomplished teachers illustrate the importance of investing in career and technical education.

CTE programs stop functioning effectively, or cease to exist, if they lack strong

support from a diverse network of stakeholders. To prepare their students for postsecondary success, accomplished teachers therefore advocate routinely for career and technical education. They contribute to the education profession continually, motivated by their desire to improve student learning. Teachers work tirelessly to secure critical resources for their programs and to develop exciting curricula for their learning environments. They support their colleagues through mentorship and recruitment activities while engaging in professional development with them. Knowing that those who work in the trenches daily—classroom teachers—are the ones best positioned to impact their profession, CTE instructors take the initiative and act as leaders while respecting the contributions of others. The professional achievements of accomplished teachers model the benefits of career and technical education for their students: teachers utilize their skills, abilities, and talents to think critically, communicate effectively, collaborate proactively, and solve problems creatively to design new products, envision new opportunities, and meet rewarding goals.

*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><b>ENGLISH AS A NEW LANGUAGE (EMC) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD IX: Professional Leadership and Advocacy</b></p> <p><b>Advocacy is also inextricably intertwined with other areas of the standards including testing, working with families, and knowledge of students. p. 15</b>  <i>For further study of advocacy, the following standards are recommended: Standard I: Knowledge of Students, Standard II: Knowledge of Culture and Diversity, Standard III: Home, School, and Community Connections, Standard VII: Assessment.</i></p>	
<p><b>OVERVIEW:</b> Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students.</p>	
<p>Accomplished teachers of English language learners function as leaders of professional teaching and learning communities. They assume responsibilities that extend beyond their classrooms, including school leadership roles as advocates for a welcoming learning environment in which all staff members are responsible for the language growth and academic success of students.</p> <p><b>Collaborating with Colleagues to Improve Student Learning</b></p> <p>Accomplished teachers are integral members of a community of teachers and learners in which collaboration allows them to forge connections across disciplines that strengthen students’ achievement. Teachers are committed to continuing the professional development of their peers and contribute to the quality of their peers’ practice by acting as resources for colleagues who strive to become more knowledgeable about meeting the needs of English language learners. Teachers provide leadership and information on ways to facilitate students’ growth in English language learning as well as their academic success. Teachers share research findings about English language learners with colleagues to help other educators identify and activate students’ existing knowledge and to encourage appropriate instructional practices. Accomplished teachers assist content-area teachers in understanding that language barriers can make lessons inaccessible and assessments invalid for English language learners. They might provide advice for adjusting terminology and oral language use or demonstrate how to modify texts, assignments, and assessments to assist students in accessing academic content and learning English. A teacher might help content-area colleagues understand the importance of identifying essential vocabulary that all students must learn. For example, teachers might help a</p>	

colleague  
 teaching science realize how knowledge of basic terms like increase and decrease can aid an English language learner in successfully conducting an experiment.

With the goal of contributing purposefully to professionalism in their schools, accomplished teachers readily take advantage of opportunities to educate colleagues regarding misconceptions about English language learners. Teachers, for instance, raise their colleagues’ awareness of questionable assumptions about what commonly occurs in the home environments of English language learners, where time, space, or materials to complete schoolwork might not be available or where certain assignments, such as independent science projects, might be unfamiliar to anyone in the family.

Assuming the responsibility of professional leadership, accomplished teachers are skilled at working harmoniously and effectively with their colleagues and reap the benefits of such professional collaboration. Teachers initiate informal discussions both in person and electronically; share materials and expertise with their peers; collaborate with colleagues to design, improve, and evaluate academic programs and professional development plans; and recommend ways to involve families in their children’s education, such as inviting family members to act as guest speakers or to serve on evaluation and advisory committees. Teachers serve as peer coaches or master teachers, mentoring student teachers, new teachers, and experienced colleagues. Teachers are available to observe their colleagues’ teaching, and, in turn, invite colleagues to observe and evaluate their teaching as a means of improving instruction. Teachers might invite others to comment on the quality of feedback provided to students on written work, for example, or examine the strengths and weaknesses of their lesson plans, instructional units, or teaching materials. To enhance instruction, teachers might recommend or develop programs to better serve the diverse needs of students. Teachers might be integral members of peer-coaching groups in which colleagues analyze and critique lessons observed at various times during the year. Teachers understand that taking on professional leadership roles improves their own effectiveness as teachers, expands their knowledge of students, deepens their understanding of how their field relates to others, contributes to the knowledge and skills of other teachers, improves the school’s instructional programs, and fosters the success of all students.

**Advocating for English Language Learners**

Accomplished teachers challenge misconceptions about English language learners, arbitrary requirements, inappropriate curricular and assessment assumptions, cultural misunderstandings, and other factors that may limit their students’ achievement. They do so in ways that have a positive impact on their individual students and learning communities. Teachers ensure that valid assessments, placements, and referral procedures occur so that English language learners receive appropriate and equitable services. Teachers know and disseminate information regarding local, state, and federal mandates and accommodations to which students

are entitled. They advocate for their students' admission to special programs, such as those for gifted and talented students, and they argue against inappropriate placements in compensatory or remedial programs. Teachers recommend, and, when possible, help establish new programs, courses, and curricula to build on the knowledge, skills, and interests that English language learners bring to school, addressing students' individual needs and fostering their positive self-image. Teachers also advocate for equal access to extracurricular activities and enrichment programs. A teacher, for example, might consult with colleagues about facilitating the inclusion of English language learners in school events and encourage students to participate in school clubs or activities in which they can share experiences, display their talents, teach others about their cultures, and develop leadership skills.

Accomplished teachers know that lack of knowledge about English language learners and lack of resources in schools can result in insufficient or inequitable access to educational opportunities and related services. Teachers promote the value of multilingualism and multiculturalism and advocate for the effective use of primary languages in instruction. They support programs in which students learn primary languages and English simultaneously, encouraging students to become multilingual and multicultural. Teachers recommend the inclusion of diverse language materials in media centers, clarifying for colleagues the positive impact such resources have on student learning. Teachers advocate for students' access to technology and seek resources from the school and the community to make technological resources available to students. Teachers may train support personnel working with multilingual and multicultural students and their families and collaborate with staff and community members to identify and train interpreters. Teachers advocate for the civil rights of English language learners and know how and when to question convention, tradition, and innovation, thereby supporting practices that help all students succeed and enhancing respect for the distinctive needs and contributions of English language learners.

Accomplished teachers advocate for students and their families to ensure that their voices are heard. Because linguistically and culturally diverse learners and their families are often newcomers to the United States and members of minority groups who lack proficiency in English and familiarity with U.S. schools, teachers engage families in practices that empower them to become advocates for their children. (See Standard III—Home, School, and Community Connections.)

**Preparing for the Future**

Accomplished teachers stay abreast of national and international political, social, and natural events which might influence the demographics of their schools and classrooms. They anticipate the impact of these events so they can prepare themselves, their colleagues, and their communities for new and different responsibilities they will need to put in place to meet students' needs. Accomplished

teachers know and understand statistical data and research findings related to English language learners and can disseminate this information effectively. Teachers, for instance, can analyze and discuss disaggregated data including, for example, graduation rates, attendance reports, standardized test scores, and grades in content classes; and they understand the implications for their instructional settings.

Accomplished teachers of adolescents prepare students for postsecondary opportunities by providing them with detailed information about college and employment that English language learners and their families might lack. Teachers, for example, might provide students with specific information regarding college entrance requirements, scholarships, and loans and apprise students of the timelines and procedures involved in completing college and employment applications. Teachers might send materials home with relevant information or communicate directly with families. They might teach students the characteristics of effective personal statements for college admission applications and resumes, instructing students in the writing skills needed, and offering their expertise as editors. They might assess instructional offerings in their schools or communities and advocate for courses of study that support students and their families in achieving college and employment goals. In their efforts to inform students and their families about postsecondary educational opportunities, teachers might collaborate with higher-education faculty to encourage English language learners to contemplate future educational possibilities.

**Contributing to the Advancement of the Profession**

Accomplished teachers understand that putting themselves in positions of public advocacy signifies a commitment to professional growth that contributes to student learning. Teachers, therefore, regularly contribute to the improvement of teaching English language learners. Some teachers publish journal articles or develop and participate in electronic presentations and discussion groups. To benefit instructional

programs and the field, teachers may acquire grants or initiate professional development activities. Teachers seek opportunities to collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs, action research projects, and in the supervision of student teachers or interns. Teachers serve on regional or district committees to represent the needs of English language learners when decisions are made regarding changes in curriculum and in instructional and assessment materials, as well as changes regarding professional development. They are members of professional organizations where they might make presentations at conferences; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; or participate in efforts to address and solve policy issues. Teachers might appear before educational decisionmakers or serve on task force committees and evaluation teams at local, state, regional, or national levels. They promote educational opportunities for their students by advocating for local, state, and federal funding of programs that advance instructional programs and services

for English language learners. Teachers take leadership roles within the profession, sharing their accumulated knowledge and skills and strengthening the practices of all teachers.

**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 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.

*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><b>ENGLISH LANGUAGE ARTS (EA) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD XII: Advocacy</b></p>	
<p><b>OVERVIEW:</b> Accomplished English language arts teachers advocate for their students, for the content of English language arts, and for their profession.</p>	
<p>For accomplished English language arts teachers, advocacy is a deliberate, ongoing effort to elicit active, broad-based support for the effective teaching of language arts. Accomplished English language arts teachers engage in advocacy with students, families, the professional community, and the community at large, forming partnerships to foster student achievement. Accomplished teachers advocate for student growth and for literacy as well as for their profession. These teachers also serve as role models for their students, encouraging students to become advocates for themselves. Accomplished teachers are advocates for high-quality educational experiences for all students. Teachers direct their advocacy as appropriate to local, state, and national educational policy makers, skillfully adjusting the style and tone of their efforts with respect to their audience and purpose. Teachers are active and persistent in outreach activities, and they share information without waiting for moments of crisis.</p> <p>Accomplished English language arts teachers know that advocacy is an essential facet of adult responsibility. They use advocacy to build civic participation and a sense of global citizenship among their early adolescent and young adult students. By modeling advocacy, accomplished teachers expand their students’ world and empower students to become agents on their own behalf. Accomplished teachers regularly take time to reflect on their advocacy, and as their knowledge of their profession grows, they modify or increase their efforts.</p> <p><b>Advocating for Students</b></p> <p>Accomplished English language arts teachers advocate for their students in many ways. Teachers carefully assess their students’ strengths and weaknesses and then develop plans and goals to meet identified needs. Teachers advocate for the resources required to move students toward established goals, such as furniture to improve the learning environment or field trips to enhance a unit of study. Advocating for students might also include lobbying district administration for innovative curricula and instruction to meet the needs of struggling readers, allocating space and promoting the publication of student work, gaining funding to provide more rigorous coursework for gifted and talented programs, or encouraging colleagues to integrate more innovative uses of technology to teach English and language arts.</p>	

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<p>Accomplished English language arts teachers help students understand the range of ways in which they can apply good communication skills to meet needs related to the field of language arts. For example, teachers might encourage students to use the techniques of persuasive speech and writing to advocate for increased access to educational opportunities and age-appropriate materials. Teachers advocate for students to have the opportunity to form groups and then help students voice their opinions within these groups.</p> <p>Accomplished English language arts teachers view all their students as capable of learning at high levels, regardless of their backgrounds. Teachers are aware of impediments to student learning, such as physical, social, language, economic, academic, and environmental barriers, and they advocate for solutions to these impediments. Accomplished teachers are aware that the physical needs of their students have an enormous impact on the quality of learning. In the case of a student with a physical disability, a teacher might ask the district to supply a duplicate set of textbooks for the student to keep at home to prevent further stress on the student’s condition. Advocacy could involve locating resources for a student whose family has encountered financial difficulties; such a student might need clothes, shoes, or toiletries to feel comfortable coming to school. Accomplished teachers inform students about resources within the community and help students access these resources when necessary. Teachers also recognize their responsibility as reporting agents in situations where students must be protected from harm. In such cases, teachers engage in appropriate interventions, often acting as student advocates.</p> <p>Accomplished English language arts teachers strive to ensure that students have equitable opportunities to engage with materials related to their learning needs; teachers provide age-appropriate printed texts and access to online resources to enhance individual achievement. Accomplished teachers measure student growth and integrate instruction in ways that address the needs of all students. A teacher may have to research literature from various cultural backgrounds, speak with a student’s other current or former teachers, or investigate extracurricular programs that can meet the individual needs and interests of students. (See Standard II— Fairness, Equity, and Diversity.)</p> <p>The goal of accomplished English language arts teachers is to maximize and celebrate the success of all their students and create a learning atmosphere that promotes lifelong learning of English language arts. In order to do so, accomplished teachers may nominate students for programs such as leadership seminars, essay contests, and showcases for student work, including anthologies of student writing. Whenever possible and appropriate, accomplished teachers promote the recognition of student achievement.</p> <p>Accomplished English language arts teachers seek like-minded individuals to help them co-advocate for their students through both informal and formal means. Teachers work with colleagues to meet the needs of all students, including students with</p>	
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exceptionalities, students in need of additional academic challenges, English language learners, and students who have been overlooked. Accomplished English language arts teachers serve on student intervention teams or as mentors for specific students. They work with their colleagues to maintain and protect programs and resources that positively impact students, improve conditions, and ultimately advance student learning. Cooperative advocacy may include efforts targeted to the needs of specific students or broad-based initiatives such as school building programs, school scheduling, school budgets, implementation of innovative instruction, and professional development.

Accomplished English language arts teachers advocate to ensure that all students are assessed appropriately. They advocate for assessments that are bias-free and focused on student learning. Accomplished teachers advocate for policies and practices that ensure that the results of classroom and mandated assessments are used to drive instruction, monitor student learning, and inform curricular revision. Accomplished teachers are aware of the confidential nature of individual assessment results, and they guard against the inappropriate use of testing data. (See Standard X—Assessment and Standard II—Fairness, Equity, and Diversity.)

**Student Self-Advocacy**

Accomplished English language arts teachers model for students how to use the power of language to advocate for themselves. Teachers help students understand that self-advocacy can be as simple as asking the teacher to clarify instruction. A teacher might also write alongside students, demonstrating effective techniques for informing and persuading audiences. Accomplished teachers provide venues in which students can practice using their voices appropriately and effectively when advocating for issues important to their learning and future lives. For example, a teacher might assign students to write letters to the editor or letters to the principal or to participate in a blog on a topic that interests them.

Accomplished teachers show students how to effectively voice their positions to enact change. For example, a teacher might model how a student could speak with an authority figure with a concern or an appeal. Accomplished teachers support students in developing their ability to self-advocate for educational equity and for fair treatment by peers and adults. An accomplished teacher might encourage students to advocate for accurate depictions in the media of their culture, age group, gender, or other groups with which they identify. Accomplished teachers encourage and support students to take on new advocacy roles, including serving on a student council, attending school board and government meetings, and using digital mechanisms for advocacy, such as social media and the Internet. Accomplished teachers help students understand issues of context, risk, and responsibility related to various forms of advocacy. Teachers also introduce students to alternative models of advocates, such as politicians, community activists, journalists, novelists, and musicians. Ideally, accomplished teachers’ efforts for advocacy should encourage lifelong advocacy in their students. (See Standard XI—Collaboration.)

<p><b>Advocating for English Language Arts</b></p> <p>Accomplished English language arts teachers advocate for English language arts because they realize the essential role that this discipline plays in the lives of their students, in the classrooms of other teachers, and in the world at large. Accomplished teachers promote the study of language arts in all its forms. Because sophisticated communication skills are vital for participating in a global society, teachers advocate for rich, rigorous, and relevant language arts subject matter.</p> <p>Accomplished English language arts teachers help students find new and rewarding ways to interact with the content. For example, teachers might help students find opportunities outside the classroom in which they can develop as readers, writers, listeners, speakers, and viewers. Teachers might encourage students to write for the school newspaper and the yearbook or to engage in poetry festivals and slams, digital storytelling festivals, drama, and debate.</p> <p>When possible, accomplished English language arts teachers advocate for texts and forms of literacy that represent diverse subjects and cultures and that are produced by a broad array of individuals. Teachers may advocate for a specific curriculum or piece of literature in a department meeting, present innovative work at national conferences, or broadcast work through online sites. (See Standard II— Fairness, Equity, and Diversity.)</p> <p>Accomplished English language arts teachers work to foster interdisciplinary learning. They expose their students to informational texts in the sciences and social studies in order to teach the skills essential to reading in different content areas and to expand overall reading comprehension ability. English language arts teachers also work with colleagues in other content areas to help students use reading, writing, producing, speaking, listening, and viewing to improve cross-curricular learning. Accomplished English language arts teachers might participate in other subject area meetings to advocate for the use of language arts skills in their curricula. For example, an accomplished teacher might explain how persuasive writing can provide a vehicle for engaging in deep thinking about scientific concepts: as students strive to support scientific hypotheses, they apply skills such as argumentation and exposition that they have acquired in English language arts. In math, students might analyze their dream houses, comparing their plans with budget estimates to better understand practical applications of the concept of area. In making written and oral comparisons between plans and budgets, students apply thinking, speaking, and viewing skills acquired in English language arts. (See Standard XI—Collaboration.)</p> <p>Accomplished English language arts teachers advocate for the resources necessary to support their curriculum. They do so by serving on budget committees, seeking out grants, serving on textbook adoption committees, participating in curriculum development committees, and forming partnerships with the business community. Because they are aware of guidelines and issues related to freedom of speech and the appropriateness of materials for particular audiences, accomplished teachers may</p>	
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engage in advocacy related to censorship. They may serve on media committees or other committees that develop policies and procedures related to the removal of texts or the limiting of student access to various media. Not only are accomplished teachers aware of obvious censorship, but they are also conscious of more covert forms of censorship, such as search-engine filters that prevent access to broad categories of websites.

Accomplished English language arts teachers advocate for the content of their profession by modeling communications skills with students, parents, colleagues, and the community. They might serve as speakers for outside groups, explain English language arts content to the public, establish community book-discussion groups, or use electronic media for social outreach. Accomplished teachers build understanding of language arts and respect for the importance of language arts skills in many arenas.

**Advocating for the Profession**

Accomplished English language arts teachers advocate for their profession. In this area, as in all aspects of their advocacy work, their ultimate goal is to benefit their students. In the process of advocating for the profession, accomplished teachers create networks that improve practice, thereby improving student access to educational resources and learning. Accomplished English language arts teachers demonstrate a willingness to serve in leadership roles in professional organizations, such as the National Council of Teachers of English, Learning Forward, the International Reading Association, the Association for Supervision and Curriculum Development, and other local, state, and national organizations. Accomplished teachers seek support for their profession from various stakeholders, such as the business community, policy makers, and community leaders at the local, state, and federal levels. When possible, accomplished teachers take more ownership of policy development related to education by serving on committees involved with this type of work, such as Department of Education Task Forces, the Chamber of Commerce, advisory councils, and state standards committees.

Accomplished English language arts teachers use the power of language to advance their profession. For example, they might work with other professionals on instructional policy, curriculum development, and staff development. Teachers might meet with legislators and policy makers, write for professional journals, contribute articles for publication in the local paper, maintain websites, produce educational materials, sponsor and participate in book discussions or poetry groups (online or in person), or use electronic media in other ways to advance the profession. Accomplished teachers advocate for the responsible use of electronic media for the expression of ideas and opinions impacting the profession.

When possible and appropriate, accomplished English language arts teachers advocate for conditions that will optimize teaching and learning throughout the profession. Accomplished teachers seek support for teachers to engage in professional experiences, such as attending and presenting at professional development forums

<p>and national conferences and participating on state, national, and international advisory boards. Accomplished teachers advance the profession through professional writing, including articles for professional journals, books, and research monographs, and they respond to competitive grant proposal requests to solicit funding for programs that support instruction. Accomplished teachers advocate for evidence-based practices to impact student learning.</p> <p>Accomplished English language arts teachers work to ensure the future of their profession. When possible, accomplished English language arts teachers recruit teacher candidates and assist them as they seek entry into the profession. Accomplished teachers also work to retain members of the profession through such activities as initiating contact with new teachers and mentoring and supporting colleagues. Accomplished teachers might seek opportunities to collaborate with colleagues in institutions of higher learning. An accomplished teacher might advocate for rigorous standards for preservice teachers or serve on an advisory panel in a school of education. Accomplished teachers may also advocate for their profession by serving as advisors for career-oriented student extracurricular activities.</p> <p>Accomplished English language arts teachers advocate for recognition for outstanding teachers. They use their own practice, their work with colleagues, and their knowledge of current research to identify what accomplished teaching in the language arts looks like, and they also solicit student and parent input into the official recognition process. Accomplished teachers seek new roles for teachers as they shape the future of the profession and the schools in which they work. Accomplished teachers advocate for and participate in multiple paths to teaching excellence, including, but not limited to, advanced certification, graduate studies, independent research, and professional learning activities. Teachers advocate for a variety of high-quality professional learning opportunities to ensure that students will be guided by accomplished teachers.</p> <p><b>Reflection</b></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</p>	
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<p>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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<p><b>EXCEPTIONAL NEEDS SPECIALIST (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Exceptional Needs Specialist Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD I: Knowledge of Students</b>  <b>STANDARD II: Knowledge of Philosophy, History and Law</b>  <b>STANDARD VIII: Curriculum and Instruction</b>  <b>STANDARD XI: Contributing to the Profession and to Education through Collaboration</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers advocate for access, equity, integration, and educational opportunities so that all students achieve meaningful, purposeful, and fulfilling lives and are valued for their contributions to enriching the human experience. Introduction section, p. 12</p>	
<p><b><i>From Standard I: Knowledge of Students</i></b>  <b>Teachers as Advocate for Students</b></p> <p>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.</p> <p>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.</p> <p><b><i>From Standard II: Knowledge of Philosophy, History and Law</i></b>  <b>Teachers Are Effective Advocates</b></p>	

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Accomplished teachers comply with the laws and understand their advocacy role in safeguarding the due process rights of students and families in decisions about assessment, placement, instruction, and transition. Teachers recognize their responsibility to ensure to the best of their ability that everyone involved in educating students with exceptional needs is informed about legal mandates that protect student and family rights. Within their advocacy role, they may participate in or lead task forces on policies and practices in their field, working not only with colleagues and families but also with community representatives. They are articulate in explaining the specialized instruction for students with exceptional needs and the specialized materials, equipment, and financial resources required to provide instruction. When faced with challenges, teachers pursue creative options, such as collaborative partnerships within the school and with community organizations, universities, and businesses.

Accomplished teachers of students with exceptional needs use their knowledge of law and foundations to enhance the understanding of their peers and related professionals about the philosophy and laws that shape their roles, practices, and collaboration. Teachers advocate for students to have meaningful access to the general curriculum, appropriate learning opportunities, and related activities. In some cases, these teachers challenge the philosophy and educational delivery system of the school, the district, or the service agency and advocate for changes to meet the needs of students and their families. Teachers may collaborate with other professionals within the school, such as the psychologist, counselor, or social worker, to implement positive behavioral and learning interventions. A teacher may need to consider the full impact of a child with intensive needs in the general education setting and advocate for appropriate supports and resources within that setting or for a review of the appropriateness of the placement. Teachers might collaborate with general and special education teachers and career-vocational educators to develop combined academic and career-vocational programs to prepare students for postsecondary transition. In such situations, teachers consistently and effectively work to resolve disagreements, bring about necessary changes, and maintain or expand productive and essential programs and services. (See Standard XI—Contributing to the Profession and to Education through Collaboration.)

***From Standard VIII: Curriculum and Instruction  
From the Section: Student Transitions and Career Development  
From Transition to Middle Years and Young Adulthood***

To prepare students to participate in the transition process, accomplished teachers imbue the broader curriculum with self-advocacy and self-determination curricular elements in a variety of ways. A teacher might explore the theme of self-determination through the exploration of a character in a novel or short story. A



teacher might use a small group process to discuss self-advocacy with students who are in job apprenticeships in the community.

***From Standard XI: Contributing to the Profession and to Education through Collaboration***

**Teachers Contribute to the Advancement of Education Policy and the Profession**

Through collaboration, accomplished teachers advocate for people with exceptional needs and help develop local, state, and national policies related to issues, such as equity, accessibility, student assessment, and teacher quality and retention. Reaching these goals includes working closely with colleagues, parents, and professional organizations. For example, teachers may actively collaborate with administrators, policy makers, and higher education faculty to recruit local teachers, paraprofessionals, and specialists to fill shortages critical to the education of students with exceptional needs within the region. They may provide testimony to legislative bodies at the local, state, or national levels and write letters to elected representatives to advance the educational interests of students with exceptional needs and their families.

*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>*

<p><b>GENERALIST (EC)</b> <i>Early Childhood</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Early Childhood Generalist Standards. Sections from the following standard are included:</b>  <b>STANDARD II: Partnering with Families and Communities</b>  <b>STANDARD IV: Knowing Subject Matter for Teaching Young Children</b>  <b>STANDARD X: Exemplifying Professionalism and Contributing to the Profession</b> (entire Standard included)</p>	
<p><b>OVERVIEW:</b> (Standard II) Accomplished early childhood teachers work reciprocally with families and community partners to support each child’s development and learning and to advocate for young children and their families.</p> <p>(Standard X) Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.</p>	
<p><b><i>From Standard II: Partnering with Families and Communities</i></b></p> <p>Accomplished early childhood generalists value, initiate, and maintain respectful and open relationships with families and community partners. Teachers are respectful of the varying types of families that are represented in their community, and they understand that parents’ patterns of child-rearing, as well as their values and beliefs about education, may differ from their own. They understand that families and community partners play a vital role in young children’s development and learning. Teachers actively seek information about each child’s family, including the family’s culture and parents’ expectations for children. Teachers foster mutually beneficial relationships between children and the community by helping children access community resources and finding ways for children to give back to the community in turn. Teachers use knowledge of factors such as socioeconomic conditions, family supports and stresses, cultural values, and home language to help each child develop and learn. Teachers also help families support learning at home by keeping them informed about what is taking place at school and within the community. Accomplished teachers advocate for policies and opportunities that support the building of partnerships with families and communities.</p> <p><b><i>From the Section Helping Families Obtain Support and Services</i></b></p> <p>Accomplished early childhood teachers exercise good judgment in working to meet the needs of families and young children. They understand their capabilities and limitations in responding to stresses and problems in the lives of families. They</p>	

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recognize situations in which a referral to other school professionals or community agencies is the most appropriate course of action, but they understand also the value, at times, of simply listening with empathy to a family’s concerns.

Accomplished

teachers advocate on behalf of young children and their families by engaging colleagues and by networking for information and social support.

Accomplished early childhood teachers are familiar with the variety of services available from school systems, agencies, and informal neighborhood organizations. They are alert to evidence of children’s and families’ needs in areas such as health examinations and services, immigration, financial services, social and recreational opportunities, adult literacy and employment training, respite care and mental health services, income support or employment counseling, and services to children or adults with exceptionalities. Teachers are able to ask the right questions to gain the information they need to support parents in need of health and social services. For example, a teacher might help a family obtain a free immunization that a child needs to enter kindergarten.

***From the Section Working Effectively with Family and Community Partners***

Accomplished early childhood teachers are active advocates for children. They acknowledge family and community members as key stakeholders in early childhood programs, and they value and encourage shared decision-making. They invite participation by parents and other family members and community partners when forming committees and advisory groups. They explain the processes by which decisions are made in regard to various policies, such as those related to curriculum, resources, testing, or special programs. Teachers give families and community members the guidance they need to have their voices heard.

***From Standard IV: Knowing Subject Matter for Teaching Young Children  
From the Section Integrating Subject Matter***

Accomplished early childhood teachers are advocates for subject matter integration that is meaningful and authentic to children. They exercise professional judgment about the value and relevance of topics for integrated study, including those suggested by children. When designing integrated content experiences, teachers align goals, objectives, and child outcomes with state standards and local program expectations. Teachers use ongoing assessment of learners to refine cross-disciplinary activities, and they explain to children, parents, and others how integrated learning is structured. Over the course of the instructional year, accomplished teachers achieve balance in teaching all subject matter, using an appropriate blend of events that focus on one subject area and those that are integrated. At the end of an integrated experience or project, teachers assess children’s progress in relation both to specific subject area knowledge and cognitive skills that bridge disciplines.

**Standard X: Exemplifying Professionalism and Contributing to the Profession**

Accomplished early childhood generalists are experts in their field, and they are both leaders and collaborators in their professional community. They are aware of issues and best practices in programs for young children and their families, and they stay current in their field. Accomplished teachers know the importance of maintaining their own physical and mental well-being in order to establish a healthy and balanced professional and personal life. They manage their commitments in ways that enhance their primary commitment to children, and they inspire those around them by their commitment to early childhood education.

**Demonstrating Professional Responsibility and Ethical Conduct**

Accomplished early childhood teachers are proactive professionals who conduct themselves in responsible and ethical ways both inside and beyond the classroom. They perform their duties effectively and efficiently with honesty, integrity, and fairness. Through each step of planning, implementation, and assessment, teachers support appropriate educational policies while modeling best practices in early childhood education. When injustices, inequalities, or acts of marginalization occur in the early childhood program or elsewhere in the educational community, accomplished teachers promote new policies or social norms that minimize bias and harm to individuals or groups. Accomplished teachers make informed decisions when advocating for curricular, policy, and program change. They are committed to children, families, and colleagues and uphold professional early childhood codes of ethics in their school, community, and profession.

**Collaborating with Other Professionals**

Accomplished early childhood teachers know that effective service to young children depends on successful collaboration with colleagues and other professionals in the field of education. They work with colleagues, encouraging them to reflect on teaching in ways that ensure high-quality outcomes for children’s learning. Teachers develop dispositions for collaboration, and they use effective communication and interpersonal skills. They articulate the rationale behind their practices to administrators and other stakeholders, and when necessary, they challenge the status quo in constructive ways.

Accomplished early childhood teachers work with colleagues to construct curricula, plan and implement instruction, and design and evaluate assessments. They successfully coordinate the efforts of paraprofessionals and other adults who fall under their supervision, distributing tasks in ways that capitalize on the strengths of collaborators. They contribute to assessment teams and participate in other processes that involve multiple professionals. Accomplished teachers advocate for a seamless transition process as children move through various early childhood programs, from less formal to more formal school settings. They also empower colleagues for the betterment of early childhood programs, for example, by

encouraging paraprofessionals or teachers without licensure to pursue credentials or degrees.

Accomplished early childhood teachers are skilled at celebrating successes as well as reconciling conflicts and addressing ethical dilemmas with colleagues and administrators. They initiate communication with colleagues in ways that are welcoming and empowering, and they know how to give and receive support, advice, and criticism. Teachers seek ways to resolve professional conflicts in such a way as to ensure that children, families, and colleagues are not adversely affected by them. Drawing on a professional knowledge base and ethical standards for practice, teachers are able to effectively challenge those whose behavior is detrimental to themselves, children, colleagues, or other adults. When faced with educationally inappropriate mandates or reforms, accomplished teachers use their professional knowledge and standards for ethical practice to articulate their concerns to administrators and school boards, and to devise creative responses and solutions that safeguard the interests of children, families, and communities.

**Demonstrating Leadership**

Accomplished early childhood teachers are visible and valued members of learning communities at the local, state, and national levels. They lead by example, take initiative, and inspire others through their words, efforts, and accomplishments. They use their knowledge of young children and the community and their understanding of early childhood education and research to advocate for the importance of early childhood education and their profession.

Accomplished early childhood teachers work collaboratively with peers to fashion creative approaches to education, sharing knowledge of how young children learn and develop, knowledge of specific children and the local community, and understanding of educational theories and research. Teachers have vision and lead both through ideas and actions to make schools places that are fair and equitable, serving the needs of diverse learners. Teachers shape the attitudes of colleagues by sharing ideas, approaches and strategies, readings, and Web sites. They work with policy makers and community leaders to craft common visions of ways in which the early childhood program, the school, and surrounding neighborhoods can be improved for the benefit of young children. Accomplished teachers are informed by local, national, and global perspectives on educational trends and issues, and they are skilled at conveying their messages and priorities regarding teaching and education to diverse audiences.

Accomplished early childhood teachers are aware of the full range of educational policies and issues that impact children. They understand the policy structure in their state, which may include licensing standards for childcare centers, the Head Start performance standards and monitoring system, major federal education programs such as Title I, and legislation governing services to young children with exceptionalities. Furthermore, accomplished teachers are actively engaged in

<p>advocating for and helping to formulate new policies that reflect best practices.</p> <p>Accomplished teachers know the strengths and weaknesses of their local early childhood education systems and the degree of coordination among programs, schools, and districts. They know where additional work is needed in order to benefit young learners, and they are catalysts for setting high expectations for children, teachers, families, and staff. They advocate for and contribute to both formal and informal professional development for colleagues and support staff. They also contribute to the profession by mentoring novice teachers and by regularly participating in dialogue with colleagues. Accomplished teachers engage productively with administrators and policy makers in decision-making processes.</p> <p><b>Contributing to the Field of Early Childhood Education</b></p> <p>Accomplished early childhood teachers contribute to the educational community in multiple ways and at different levels. They take leadership roles in professional organizations, and they make presentations at local, state, and national conferences. They network with other teachers and university faculty through activities such as web-based discussions to foster collective thinking about children, curricula, and pedagogies, and they collaborate on projects with researchers. Teachers may write for professional journals on thoughtful but realistic responses to common early childhood dilemmas or submit articles to local newsletters describing ways to enhance children’s opportunities to write on meaningful topics. They collaborate with higher education faculty in designing, evaluating, and implementing effective teacher education programs. Accomplished teachers also disseminate information based on their educational expertise to the general public and policy makers, and they advocate high-quality early childhood education for every child.</p> <p>Accomplished early childhood teachers influence both the current and next generation of early childhood teachers. They help new teachers engage young children in subject matter areas in ways that uphold the integrity of what is being learned. Teachers model careful use of mathematical language, qualifying what they say about instances that arise, like subtracting 5 from 3, so that children do not over generalize and, later, experience difficulty thinking that it is not possible to subtract larger numbers from smaller numbers. Accomplished teachers also explain the complexities of practice that are difficult to perceive, such as the decisions that underlie strategies for supporting individual children while simultaneously attending to the whole group. In a larger sense, they model the accomplishment, responsibility, integrity, and ethical conduct central to being a professional in this field. Accomplished early childhood teachers inspire colleagues to pursue teacher leadership opportunities and advanced degrees, thereby promoting transformation of this field in ways that enhance young children’s development and 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 Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit*

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<http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

<p><b>GENERALIST (MC)</b> <i>Middle Childhood</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Middle Childhood Generalist Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD VII: Professionalism, Leadership, and Advocacy</b> <b>STANDARD VIII: Responsiveness to Change</b></p>	
<p><b>OVERVIEW:</b> (Standard VII) Accomplished teachers are leaders who advocate for the teaching profession and student learning.</p> <p>(Standard VIII) Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession.</p>	
<p><b><i>From Standard VII: Professionalism, Leadership, and Advocacy</i></b> <b>Introduction</b></p> <p>Accomplished middle childhood generalists possess a positive outlook; a strong work ethic; and a willingness to change, learn, and grow. They lead by example, understanding that continued reflection and perseverance represents an integral component of professional teaching behavior. Their advocacy for students and the profession is evident from their leadership within the classroom and throughout larger communities.</p> <p>Accomplished teachers are critical and creative thinkers with the discipline to put ideas into practice. They stay current, read journals, attend professional presentations, and integrate life experiences in classroom learning. These teachers may write articles or review manuscripts for journals, present at conferences, network professionally, write grants for innovative ways to facilitate students’ learning, lead grade-level or curriculum meetings, or hold offices in professional organizations while actively participating in the improvement of teaching and learning.</p> <p>Accomplished teachers accept responsibility for improving their practice and the teaching profession on a continual basis. They are open to considering new and creative ideas related to their profession and reflect on these ideas,</p>	

refining their practice as needed. They share content and pedagogical knowledge with their peers. Accomplished teachers care deeply about their students, their colleagues, and their profession.

**Advocating for the Teaching Profession**

For accomplished teachers, advocacy entails raising awareness of the importance of education as well as improving the teaching and learning resources and opportunities for students in their classroom, their school, and beyond. By reading professional journals, networking with teaching colleagues, and becoming members of professional organizations, teachers stay informed of policy initiatives that impact their profession. This knowledge includes an awareness of proposed changes at the school, district, state, regional, and federal levels. Teachers are aware of important contacts within their school systems as well as political contacts locally, regionally, and nationally; they use these contacts, when appropriate, to improve teaching and learning.

Accomplished teachers highlight issues articulately and take action accordingly, changing ideas into reality through inclusive engagement that proposes solutions. For example, they might offer forums in which students, parents, community members, teachers, and administrators use creative problem solving and discourse to address current school or community issues. The advocacy of accomplished teachers is respected because of their knowledge of the field, as well as current and proposed initiatives related to their work. They recognize the importance of their role as advocates for children, learning, curricula, and their profession. They know that when they take action, their voices can lead to the development of practices and policies that benefit other teachers, students, and society. They actively influence professional norms in their schools, encouraging an attitude of exploration, innovation, and collaboration with their colleagues.

**From Standard VIII: Responsiveness to Change  
Educational Policy**

Accomplished teachers carefully review prevailing research on all aspects of their practice, remaining knowledgeable about the political contexts surrounding current policy debates in the disciplines and the profession. They develop an informed perspective on these issues, and they articulate their positions while keeping the best interests of students and the profession in mind. As new policies emerge, teachers advocate for policies that support educational excellence, and they think critically about the impact that these policies have on their classrooms.

Accomplished teachers use various informational sources to remain informed and aware of current issues related to local, state, and federal educational policies and laws. They seek avenues to voice their perspectives and help promote meaningful change. Teachers may join professional organizations and participate in education-specific social networking groups. They may also become actively involved in



school, district, state, or national educational committees. These activities empower teachers by asking them to engage in critical thinking and to become leaders who can help influence policies that advance the profession and students’ learning. (See Standard VII—Professionalism, Leadership, and Advocacy.)

**From the Section Students and Communities**

Accomplished teachers realize that change may not always be desirable or address all students’ needs, but they strive to create productive solutions within the professional parameters of a middle childhood generalist. The awareness that change can bring benefits and burdens helps them respond practically and thoughtfully. Teachers know that they can be advocates for their students and, in turn, serve as catalysts for positive change. They also recognize the significance of balance and renewal when responding to the changing demands of the profession. This sense of renewal allows accomplished teachers to share their curiosity, enthusiasm, and passion for learning with their colleagues and 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>*

<p><b>HEALTH EDUCATION (EAYA)</b> <i>Early Adolescence through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD X: Advocacy for the Profession</b></p>	
<p><b>OVERVIEW:</b> Accomplished health education teachers promote the importance of health education and encourage others to do the same.</p>	
<p>Accomplished teachers of health education consistently and conscientiously advocate for policies, programs, and positions that are intended to enhance personal, family, and community health. They actively create, implement, seek, and participate in opportunities to promote health education. They advocate for school policies and monitor local issues beneficial to health concerns, and they collaborate to develop linkages within the school and community that spark interest in healthy behaviors. Because early study contributes in measurable ways to the later application of health knowledge and skills, teachers help students and their parents, as well as professional colleagues and the community at large, appreciate both the immediate and long-term applications of health learning. They advocate for school policies to create a climate that promotes health and affirms that health skills cross all disciplines and all areas of life. In adopting a health-enhancing stance, health educators are themselves role models who exemplify in positive ways that health education is a source of gratification and well-being—an endeavor that is intrinsically rewarding. (See Standard XI—Reflective Practice and Professional Growth.)</p> <p>As advocates for effective instruction in health literacy for all students, teachers strive to broaden the knowledge base of those who teach and learn about healthy behaviors, making clear to professional colleagues the importance of health education as a central part of the academic curriculum. Health educators advocate for health education being taught, assessed, and reported on a level comparable to other academic areas. They take appropriate actions to recommend to school administrators or local and state authorities that professionally prepared individuals teach health education courses. They foster constructive relationships with local governing boards, state- and national-level policymakers, and institutions of higher education.</p> <p>Health educators recognize and try to eliminate general misconceptions about the teaching and learning of health, and they work to make sure that the public understands that health education involves much more than basic knowledge. Teachers, for example, communicate to the public realistic expectations of the time required for effective learning. Many teachers face the challenge of few contact hours with students; they therefore try to overcome the discrepancy between the amount of time typically spent in schools on health education and the actual time required to deliver effective instruction. Recognizing the enormity of health challenges that young</p>	

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people regularly confront and the negative impacts on society of unhealthy behaviors, accomplished teachers communicate in every possible way the necessity of providing adequate health instruction. Through reference to research-based studies, they confirm that health education promotes intellectual growth and healthy attitudes and behaviors; therefore, it contributes positively to the attainment of all academic goals.<sup>1</sup>

Accomplished teachers are aware of and work to meet community health needs. They might plan and direct student activities in the local community, such as health fairs, that address community needs. They might make presentations on health-related issues and topics to local civic groups, businesses, or government organizations. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Health education teachers also draw attention to career options available for those who are skilled in health-related areas, emphasizing that familiarity with health skills supports career advancement and enhances employment opportunities. Teachers might, for example, help coordinate “health academies” that identify students interested in health careers, provide special instruction for them, and then locate service learning opportunities for the students with community agencies. As often as possible, accomplished health educators provide students with information on careers that interrelate with the health subjects being studied.

To make their advocacy efforts most effective, accomplished teachers understand the historical events and prevailing attitudes related to health education that have shaped and continue to influence the field today. This historical perspective on the part of teachers, in addition to their knowledge of contemporary issues, legislation, and current policies affecting health education, is crucial to the development and implementation of quality, sequential programs.

*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>*

<sup>1</sup> See, for example, Connell, D.B., R.R. Turner, and E.F. Mason, “Summary of Findings of the School Health Education Evaluation: Health Promotion Effectiveness, Implementation and Cost.” *Journal of School Health* 55, no. 8 (1985), and Errecart, M.T. et al., “Effectiveness of Teenage Health Teaching Modules.” *Journal of School Health* 61, no. 1 (1991): 26–30.

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<p><b>LIBRARY MEDIA (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD IX: Outreach and Advocacy</b></p>	
<p><b>OVERVIEW:</b> Accomplished library media specialists promote the library media program through outreach and the development of advocates.</p>	
<p>Outreach is a deliberate process designed to communicate the vision, mission, and activities of the library media program within the school and to the greater community. Building on outreach, advocacy is an ongoing effort to elicit active, broad-based support for the library media program and its services. Accomplished library media specialists engage in outreach and advocacy development within the greater community to build family and community partnerships that foster student achievement.</p> <p><b>Outreach</b></p> <p>Accomplished library media specialists use outreach to set the stage for advocacy. Specialists seek opportunities to build collaborative partnerships with students, teachers, administrators, staff, families, volunteers, and members of the greater community. Through these partnerships, specialists assess library needs, establish priorities, and use available resources to support and extend the goals of library media programs. Specialists actively serve on committees, such as the school improvement committee, to ensure that library media programs contribute to the overall goals of schools. Specialists extend their visibility beyond their role as the library media specialist. For example, they might attend school concerts or coach teams.</p> <p>Accomplished library media specialists solicit feedback and suggestions from students and staff, including those who rarely use the library facility and resources, in order to determine how the program might better meet their needs. Specialists also seek help from school advisory committees to ensure that thoughtful and appropriate decisions are made for library media programs. By forming library advisory committees, specialists can request advice and support for issues such as library remodeling or recommendations about library purchases. Because of this communication between library media specialists and school learning communities, library media programs benefit from the advocacy that these voices can provide. For example, accomplished library media specialists may convene their library advisory committees to elicit input about updating the mission of the library, to deal with book challenges or other controversies, or to recommend future programming.</p>	

<p>Accomplished library media specialists understand that active, involved, and informed families create a network that supports vital opportunities for learning. Specialists seek out and participate in opportunities to generate enthusiasm for library media programs among families and other members of the greater community. Specialists enlist the aid of families, volunteers, and other partners by using frequent communications to encourage input. Specialists provide the learning community with opportunities to evaluate the program’s effectiveness and to make suggestions to help determine the library program’s direction. For example, as a result of community input, accomplished library media specialists may reach out to families of English language learners by crafting a specific library orientation program that highlights available resources.</p> <p>With the goals of strengthening library media programs and expanding multiple literacies, specialists welcome partnerships with educational and cultural institutions, such as public libraries, university libraries, community agencies, and museums. Specialists may offer open houses, online communications, and school and community presentations to develop awareness and promote learning. Specialists promote the core values of the profession, such as intellectual freedom and access to information, to the school community and beyond. They offer evidence-based reporting to inform community stakeholders about the library media program and its achievements.</p> <p>Accomplished library media specialists welcome opportunities to be involved in the greater community, such as participating in community events, speaking engagements, and committee work, which can bring about interest and support of individuals and organizations for the library media programs. Specialists also invite the community to be involved in the library. For example, accomplished specialists may schedule community events in the library and offer extended hours to draw community members to visit. During a school-wide study of community helpers, specialists may invite police officers to make presentations in the library about community safety. Specialists encourage members of the community to join library advisory committees or library design committees, so that they can become actively involved. Accomplished library media specialists understand that such input is vital in helping the library media program respond to the needs of the entire learning community.</p> <p><b>Advocacy</b></p> <p>Accomplished library media specialists identify potential advocates, including students, teachers, administrators, staff, families, volunteers, and members of the greater community. Specialists are active and persistent in outreach activities and share information with advocates without waiting for moments of crisis. Specialists clearly communicate the needs of the library media program, as well as the instructional role they have in facilitating students’ development of advanced information skills. Specialists successfully organize support for library media programs on a daily basis. They are open, eager, and assertive in providing information about the library media program and promote the program in formal and informal ways to</p>	
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<p>internal and external audiences. Accomplished specialists understand that advocacy is a deliberate process designed to engage effective advocates for library media issues and programs. For example, the library media specialist may plan an author visit and, to seek support from the parent organization, provide a detailed proposal on how this event supports reading goals for the school. Based on the strong argument established in the proposal, the parent organization may further advocate for the event by inviting school board members to attend a luncheon with the author. To document the event, the specialist might organize a team of students to take photographs or videos and create a digital story that might be used by other learners or presented to the school board.</p> <p>Accomplished library media specialists advocate for student achievement, library media programs, and lifelong learning to local, state, and national education and government leaders. For example, specialists may work with state education departments to develop strong library media programs in urban areas. To develop advocates, specialists may promote the library media program to their colleagues in other fields. For instance, the accomplished library media specialist might make a joint presentation with a science teacher at a conference for elementary teachers about the library media program’s contribution to the science curriculum. Accomplished library media specialists may also serve on education policy committees or councils and advance the goals of their profession in relation to other local, state, or national educational goals. Specialists may support legislation, for example, that advocates fair use of resources for educational purposes.</p> <p><b>Reflection</b></p> <p>Accomplished library media specialists reflect on the effectiveness of their outreach and advocacy efforts and understand the importance of these efforts for a successful library media program. Based on reflection, specialists update the purposeful and deliberate plan for long-term outreach and advocacy rather than reacting only in crisis. Specialists understand that the plan is evolving in a flexible process that adapts to changes in the student population, learning community, and goals of the library media program. Accomplished specialists continually reflect on the success or failure of outreach and advocacy efforts and modify their efforts to provide a strong library media program for the benefit of all 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 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><b>LITERACY: READING-LANGUAGE ARTS (EMC)</b> <i>Early and Middle Childhood</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Literacy Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD II: Equity, Fairness, and Diversity</b>  <b>STANDARD VII: Collaboration with Families and Communities</b>  <b>STANDARD VIII: Professional Responsibility</b></p>	
<p><b>OVERVIEW:</b> [Accomplished Literacy Teachers] are advocates for the profession, their students, and high-quality literacy practices. <i>Introduction section, p. 14</i></p>	
<p><b><i>From Standard II: Equity, Fairness, and Diversity</i></b>  <b><i>From the Section Promoting Fairness and Equity</i></b></p> <p>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.</p> <p><b><i>From the Section Promoting Diversity</i></b></p> <p>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.</p>	

<p><b>From Standard VII: Collaboration with Families and Communities</b>  <b>From the Section Assisting Families in Supporting Their Children’s Learning Development</b></p> <p>Accomplished teachers serve as advocates for students and families. They help parents access and navigate the school system and community resources. For example, they introduce parents to specialists such as the school counselor, reading specialist, or other support staff. Additionally, when students have medical needs that may interfere with their literacy development, accomplished teachers make parents aware of relevant healthcare resources. For instance, an accomplished teacher might refer a student for visual, hearing, or speech evaluation or therapy.</p> <p><b>From the Section Connecting Families, Schools, and Communities</b></p> <p>Accomplished teachers seek opportunities within the community to expand their students’ advocacy and decision-making skills while simultaneously advancing students’ literacy skills. For example, teachers might help students respond to local issues through letters to the editor, or they might organize students in service programs such as writing letters to community members who are serving in the armed services. Accomplished teachers may also use online tools to build local and global relationships. Accomplished early and middle childhood literacy teachers believe that connecting schools to the wider world can provide mutually enriching experiences for literacy learning.</p> <p><b>From Standard VIII: Professional Responsibility</b>  <b>Contributing to the Advancement of the Profession</b></p> <p>Accomplished teachers are dedicated to the continuing growth and development of their profession. Whenever possible, these teachers extend their professional commitment beyond the confines of their classrooms and their schools. Through their interactions with colleagues and engagement in the profession, accomplished literacy teachers pursue educational excellence.</p> <p>Accomplished teachers are advocates for policies, interdisciplinary initiatives, and resources that will benefit their students, their school, and their profession. These teachers may lobby legislators or address school boards about issues that affect student learning. They work to preserve students’ rights to read, write, and discuss a variety of topics. Literacy teachers seek opportunities to collaborate in local, state, national, and international ventures with other educators to improve school policies, organizations, or procedures. They exercise effective leadership by fostering an attitude of innovation, open-mindedness, and collaboration among all stakeholders in order to advance the teaching profession. For example, they may assume a leadership role in a professional organization, make presentations at professional conferences and conventions, or conduct action research. They may contribute letters or articles</p>	
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<p>to professional journals or serve on education policy committees.</p> <p>Accomplished teachers take actions toward informing policies relating to education. They realize that they are the voice for the students they serve and for the profession as a whole. Teachers articulate concerns about ideas, requirements, curricular assumptions, and other factors that may limit teaching effectiveness, school quality, or student learning, such as curriculum changes that limit opportunities to read and write or budget cuts that limit purchasing of books and other media for classrooms. They may pursue grants to purchase literacy materials. Literacy teachers address their concerns in ways that have a positive impact on the learning community. They may utilize the news media as a tool for advocacy, acting as a champion of practices that promote equitable, fair, and multiple perspectives (See Standard II—Equity, Fairness, and Diversity.) They may also collaborate with educators from colleges, universities, or other institutions and agencies to pilot new curricular resources, teach post-secondary courses, or monitor the work of student teachers and interns. Such commitment is central to their dedication to the quality of their practice and to the advancement of reading–language arts education. Accomplished early and middle childhood literacy teachers take responsibility for contributing to, advancing, and advocating for the profession in ways that enhance 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>*

<b>MATHEMATICS (EA) &amp; (AYA)</b> <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i>	<b>NOTES</b>
<p><b>Advocacy is included throughout the Mathematics Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD I: Commitment to Mathematics Learning of All Students</b>  <b>STANDARD IV: Knowledge of the Practice of Teaching</b></p>	
<p><b>OVERVIEW:</b> (Standard I) 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>	
<p><b>From Standard I: Commitment to Mathematics Learning of All Students</b>  <b>Commitment to Diverse Learners</b></p> <p>Accomplished teachers base their decisions about the teaching of mathematics on the belief that all students can learn. Teachers<sup>2</sup> 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,<sup>3</sup> 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</p>	

<sup>2</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of mathematics.

<sup>3</sup> *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

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 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.

***From Standard IV: Knowledge of the Practice of Teaching***

Accomplished teachers epitomize the character they want to instill in students. Teachers demonstrate curiosity, respect, patience, honesty, fairness, and commitment to their art. They focus on and support students in their aspirations for high performance in mathematics and life-long learning. Teachers create a safe climate

<p>conducive to student learning and advocate for students. Teachers must quickly address instances of cheating, plagiarism, bullying, and harassment. They are exemplars of integrity who are open and approachable to students and the community. Teachers also recognize the essential importance of providing high-level engagement, critical-thinking activities, and authentic challenges for students. Mathematics teachers engage in principled practice, balancing multiple demands and goals to ensure that all students have optimal opportunities to learn.</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>*

<p><b>MUSIC (EMC) &amp; (EAYA)</b>  <i>Early and Middle Childhood &amp; Early Adolescence through Young Adulthood</i>  <i>(Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Music Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD V: Learning Environments</b>  <b>STANDARD VI: Valuing Diversity</b>  <b>STANDARD VII: Collaboration</b></p>	
<p><b>OVERVIEW:</b> Accomplished music teachers are among the strongest advocates that the field of music education can have because they and their students are examples of the attributes and effects of high-quality, sequential music education. <i>Introduction section, p. 14</i></p>	
<p><b><i>From Standard V: Learning Environments</i></b>  <b>Involving All Students in Music Education</b></p> <p>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.)</p> <p>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.</p> <p>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.</p>	

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***From Standard VI: Valuing Diversity******From the Section Responding Effectively to Students for Whom English Is a New Language***

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.

***From Standard VII: Collaboration***

Accomplished music teachers take a leadership role in multiple collaborations to contribute to the musical lives of their students, school, and community. They meaningfully involve other individuals and groups in music education. They use these interactions to strengthen instructional strategies; to design, develop, and implement new music programs; and to advocate for high-quality music education.

***From the Section Collaboration with Families***

Accomplished music teachers interact regularly with parents to establish a rapport with individual families and to stimulate their support for and involvement with their children’s music education. These teachers help parents understand the importance of music in all children’s lives. They keep parents and guardians apprised of the activities and needs of the music program and help families understand the importance of providing time and space for regular practice. They offer parents suggestions on how to help their children set goals; develop good practice strategies, learning habits, and study skills; complete homework; and improve performance. They assist parents by serving as advocates for students within the school and by discussing course selection, including the importance of planning for a student’s next level of music education. When possible, teachers refer families financially unable to support their children’s school music education to community resources that can help.

***Collaborative Advocacy***

Accomplished music teachers serve as strong advocates for what is best for their students, such as advocating for sequential music programs and schedules that support quality music programs. Some advocate for music education before groups of non-educators. They also engage others in the process of supporting the school music program. They actively and creatively seek to involve parents and guardians in every aspect of the educational process, knowing that active, involved, and informed families create a network that bolsters vital, effective music education programs. This may mean enlisting their help in advocating for increased funds for equipment and materials or in providing additional chaperones for events.

<p>These teachers seek partnerships with organizations and businesses in the community to raise awareness of the music program and of the entire school, and they may work with local businesses to market and promote upcoming school musical events. They may also involve and organize community activities designed to provide financial support for program components, such as a concert trip.</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><b>PHYSICAL EDUCATION (EMC) &amp; (EAYA)</b></p> <p><i>Early and Middle Childhood &amp; Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD XII: Advocacy</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members.</p>	
<p>Accomplished physical education teachers view advocacy as a natural extension of their mission to educate students and impact their wellness in a lasting and positive way. Physical education teachers advance their work through advocacy by actively promoting outcomes that benefit students. Teachers understand the importance of initiating appeals in favor of resources, programs, communities, and the profession. They raise awareness of historical and legislative actions that affect current teaching practices. A teacher may meet with state legislators, for example, to discuss the value of supporting quality physical education for students on a daily basis. A teacher might also speak at local organizations to inform communities about recent trends in physical education. Advocacy sustains interest in issues that are relevant now and promise to be significant in the future. It empowers groups and individuals to make a difference in the lives of students and shows students how to advocate for themselves. Accomplished physical education teachers possess the skills they need to endorse their cause creatively, diplomatically, and persuasively.</p> <p><b>Strengthening Physical Education Programs</b></p> <p>Accomplished physical education teachers work diligently to ensure that school programs are developmentally appropriate while demonstrating best practices and engaging students. The advocacy efforts of accomplished teachers benefit individual students, groups of students, and entire programs. To maximize learning opportunities in physical education, teachers develop relationships and work cooperatively with other educators as well as community partners. For example, a physical education teacher may collaborate with an outfitter that provides specialized kayaking equipment at no cost during the winter months; instruction at an indoor aquatic center could then be adapted by the teacher and the outfitter to offer equal access for all students. Similarly, a teacher whose students are interested in cycling may enlist the expertise of a local specialist to teach students about bicycle safety, proper maintenance, and community resources for cycling enthusiasts of all ability levels. Accomplished physical education teachers advocate for wellness and healthy lifestyles by using local resources to strengthen their programs.</p>	



Sensitive to assessment data and changing demographics, accomplished teachers marshal resources to address emerging health and wellness issues. For instance, a physical education teacher who faces rising obesity rates may approach a local fitness center to provide students with individualized fitness testing and goal setting using the club’s advanced equipment. Accomplished teachers utilize different methods of enhancing instruction and engaging student learning. A teacher may therefore facilitate an event that promotes health and physical activity to contribute to the well-being of students and community members. By working with local residents, accomplished teachers show their students how they can continue physical activity beyond the school setting and pursue lifelong wellness.

To enrich their programs further and meet ambitious educational goals, accomplished teachers solicit the assistance of parents, communities, and professional organizations. They garner support by writing grant proposals, raising money, and forming coalitions with local, district, and national groups. Physical education teachers use creative methods to fund their programs because they understand that resources may be limited in their schools. For example, a teacher may write a proposal to subsidize an outdoor educational program for students in urban settings, knowing that a special grant would enable these students to gain access to new experiences such as hiking, camping, fishing, or rock climbing. Accomplished physical education teachers overcome obstacles and limitations to create exciting educational possibilities for their students. They not only seek resources for their students, but also serve as valuable resources within their schools and communities.

**Promoting Professional Excellence**

Accomplished physical education teachers are passionate about their profession. They go to great lengths to ensure that local, district, state, and national groups perceive the field of physical education positively. Accomplished teachers are active members of professional organizations who serve as ambassadors promoting the importance of health, wellness, and physically active lifestyles. An accomplished teacher may therefore volunteer to represent the profession by speaking before a local, state, or national governing body to persuade the public that quality physical education programs are critical for all members of society.

Accomplished teachers act as authorities on current trends and research in the field of physical education. They involve parents and students in outreach efforts to magnify the impact of their appeals. An accomplished teacher may ask parents to write constituent letters to elected officials or may encourage students to share the importance of their educational experience with political leaders. Through these types of activities, accomplished teachers become role models for their students, helping them become their own advocates in all avenues of their lives.

<p><b>Conclusion</b></p> <p>Accomplished physical education teachers routinely evaluate the effectiveness of their advocacy efforts and the impact these efforts have on student learning. education teachers are highly reflective about their practice and strive to ensure that all students enjoy equal access to a wide variety of resources and learning experiences. Accomplished teachers are successful advocates and respected professionals recognized by their peers, colleagues, and fellow citizens for steadfast dedication and leadership in the service of education. In all their actions, accomplished physical education teachers demonstrate an uncompromising commitment to their profession and 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>*

<p><b>SCHOOL COUNSELING (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD V: Equity, Fairness, and Diversity</b> (entire Standard) <b>STANDARD X: Leadership, Advocacy, and Professional Identity</b> (sections included)</p>	
<p><b>OVERVIEW:</b> (Standard V) 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> <p>(Standard X) Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.</p>	
<p><b>Standard V: Equity, Fairness, and Diversity</b></p> <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><b>Promoting Diversity</b></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</p>	

<p>in the development of cultural awareness and promote respect for each student’s worldview.<sup>4</sup></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 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.</p> <p>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.</p> <p>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.</p>	
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<sup>4</sup> 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.

<p>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.</p> <p>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 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.)</p> <p><b>Promoting Fairness and Equity</b></p> <p>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.</p> <p>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.</p> <p>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</p>	
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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 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, 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.

***From Standard X: Leadership, Advocacy, and Professional Identity***

Accomplished school counselors set high standards for themselves as counseling professionals in the education community. They are leaders in their field who are active advocates for the counseling profession and who recognize the importance of their individual role in shaping the future of their profession. Their leadership and advocacy support every student through program development, educational reform, and school change efforts. Following a professional code of ethics at all times, accomplished school counselors find numerous ways to enhance their professional growth. This attention to leadership, advocacy, ethical practices, and professional growth results in improved counseling skills and programs for every student.

**Leadership**

Accomplished school counselors accept a leadership role as an opportunity to further increase the visibility and impact of the school counseling program. They are confident in their own capacity to highlight student needs, thereby removing barriers to student success. Because of this persistent commitment to student success, accomplished school counselors communicate a clear and compelling vision that inspires others to consider new possibilities and to realign resources on behalf of students. School counselors know that many school-related issues are complex and

<p>multifaceted, but they remain optimistic that they can influence conditions for student success through their inner drive and courage. For example, in a high school where data show large-scale academic deficiencies, an accomplished school counselor might recommend a schoolwide reading program to enhance proficiency and present a plan to implement the strategy.</p> <p>Accomplished school counselors also know that significant goals related to student achievement cannot be accomplished without support and assistance from others. They help to build networks of people thinking together, sharing information, and collaborating to tackle difficult challenges. They are comfortable and articulate in expressing data-based evidence of student needs to other educators, parent and community groups, and policy makers.</p> <p>As schools institute improvement teams, accomplished school counselors take an active role in providing collaborative leadership. Recognized by their peers as educators with specialized skills for managing teams, for inspiring optimism, and for offering structured approaches to reach consensus on complex issues, it is often school counselors who facilitate schoolwide planning sessions. They are trusted by their colleagues to conduct meetings efficiently and with sensitivity to all points of view. They model effective communication skills, even under duress, and help to set a group norm that promotes shared problem solving and decision making. Through their own commitment to lifelong learning, they display current knowledge of innovations in curriculum, instruction, and assessment, as well as research-based approaches to enhancing student motivation and parent engagement. They are catalysts for creative solutions and help to translate these into practical action steps. They are able to balance the need for in-depth dialogue with the realities of time constraints and pressure to show immediate progress. Recognizing the individuality of team members, accomplished school counselors integrate differing styles of thinking and communicating and value controversy as a means to gain clarity and commitment.</p> <p>Accomplished school counselors are motivated by a personal mission to work collaboratively to protect the right of every student to achieve, which is why counselors are often looked to by their peers for direction and guidance. They earn the respect of others with their determination and integrity on behalf of students' rights. Accomplished school counselors advocate for the belief that all educators have a moral and ethical obligation to support every student, regardless of ethnicity, family structure and history, socioeconomic status, or other factors beyond the control of the student.</p> <p>As leaders, accomplished school counselors make sound judgments about styles of leadership appropriate to different settings and issues. They apply their emotional intelligence to ensuring that participation occurs in constructive ways, and they confront nonproductive behaviors with openness and empathy, helping others feel valued and supported during change processes. Accomplished school counselors are leaders who strive to implement a vision in which every student succeeds.</p>	
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<p><b>Advocacy and Collaboration</b></p> <p>Accomplished school counselors assert themselves as advocates for their students and their practice. At the top of their priorities is meeting student needs for academic, career, and personal/social support, particularly for those students and their parents/guardians who are less able to access policymakers, such as chief school executives, school boards, state departments of education, and legislatures. They may work to improve district and state guidelines for school counseling programs and other programs that benefit the school. They may become politically active as a means to advocate for positive system change, increase support for students, and enhance the overall climate for academic, career, and personal/social development. They may assume leadership roles in professional organizations. They may propose, design, and conduct presentations and in-service workshops that communicate the importance of a comprehensive school counseling program to a wide audience, including colleagues, administrators, parents, school boards, superintendents, the media, and the community.</p> <p>Collaboration with other school counselors, counselor educators, and stakeholders is another important aspect of an accomplished school counselor’s professional identity. They work collegially with other school counselors to further their professional growth, and they serve as mentors to other school counselors. They encourage and support the training of new entrants to the field by serving as consultants and site supervisors for school counselors in training.</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><b>SCIENCE (EA) &amp; (AYA)</b> <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Science Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD III: Curriculum and Instruction</b>  <b>STANDARD IV: Assessment</b>  <b>STANDARD VI: Family and Community Partnerships</b>  <b>STANDARD VII: Advancing Professionalism</b>  <b>STANDARD VIII: Diversity, Fairness, Equity, and Ethics</b></p>	
<p><b>OVERVIEW:</b> <i>An overview statement specifically to advocacy is not included in the Science Standards.</i></p>	
<p><b><i>From Standard III: Curriculum and Instruction</i></b>  <b><i>From the Section Curriculum</i></b></p> <p>When it comes to choosing, developing, or enhancing the curriculum, accomplished science teachers see themselves as members of a learning community. They collaborate to plan and develop comprehensive science programs. Whenever possible, teachers take advantage of opportunities to develop or select science curricula, advocate for purposeful curricular choices aligned with standards, and seek out information about the known effects of the curriculum on student learning. Teachers may augment the existing curriculum to provide opportunities for students to further explore additional relevant or engaging science topics in order to deepen core conceptual understandings. Accomplished teachers are mindful of curricular goals and use them to guide instruction.</p> <p><b><i>From the Section Reflective Practices</i></b></p> <p>Accomplished teachers reflect on whether their curriculum is meeting instructional goals and objectives. They ask themselves if students are meeting the standards and are prepared for the future. When teachers find that the curriculum does not meet their expectations, they seek ways to enhance the curriculum or advocate for improvements in the adopted curriculum.</p> <p><b><i>From Standard IV: Assessment</i></b>  <b><i>From the Section Types of Assessment</i></b></p> <p>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</p>	

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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.)

***From the Section Administering Assessments***

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.)

***From Standard VI: Family and Community Partnerships***

***From the Section Reflective Practices***

Accomplished science teachers reflect upon their students' interests when advocating for partnerships within the community. Teachers also reflect on whether these partnerships are the best fit for each student, considering ways to meet the students' interests or needs. They reflect upon community resources and are vigilant in using those resources to enhance student learning.

***From Standard VII: Advancing Professionalism***

***From the Section Leadership***

Accomplished science teachers advance the knowledge and practice of colleagues in several other ways as well. For example, they may design and carry out professional learning activities in science, including mentoring preservice and novice teachers and others who may have limited science backgrounds or who are searching for new ways to enrich their own teaching. Accomplished teachers may advocate for securing and implementing resources and may make their colleagues aware of new uses of technology. Accomplished teachers take the lead in advocating for the improvement of instructional materials; for example, they may suggest ways to incorporate the

latest science and science education research into student resources.

**From the Section Professional Collaboration**

Accomplished science teachers use collaboration to strengthen their schools. They participate in the solution of schoolwide and districtwide problems. They may contribute to discussions of policy, especially those related to K–12 science, in ways that demonstrate professional responsibility and advocacy for the well-being of their students.

**From the Section Reflective Practice**

Accomplished science teachers reflect on their formal leadership roles and how well they are meeting the responsibilities of a leader. In addition, they reflect on their work and try to discover what further actions they must take in order to be more effective in formal leadership roles. Accomplished teachers reflect on the extent and the effectiveness of their informal leadership efforts. These reflections may lead teachers to request the assistance of colleagues. Accomplished teachers reflect on their advocacy efforts to determine if these efforts are leading to sustainable programs, instructional activities, and resources that promote professional learning and student learning.

**From Standard VIII: Diversity, Fairness, Equity, and Ethics**  
**From the Section Valuing Diversity**

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.

**From the Section Promoting Fairness and Equity in the Science Classroom**

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.

**From the Section Ethics in Science Teaching and Learning**

<p>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.</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><b>SOCIAL STUDIES-HISTORY (EA) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>Advocacy is included throughout the Social Studies-History Standards. Sections from the following standards are included:</b></p> <p><b>STANDARD I: Knowing Students</b>  <b>STANDARD V: Diversity</b>  <b>STANDARD VII: Professional Growth</b></p>	
<p><b>OVERVIEW:</b> <i>An overview statement specifically to advocacy is not included in the Social Studies-History Standards.</i></p>	
<p><b><i>From Standard I: Knowing Students</i></b>  <b><i>From the Section Knowing Families and the Community</i></b></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><b><i>From Standard V: Diversity</i></b>  <b><i>From the Section Equity in Instruction</i></b></p> <p>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 address this need, teachers might provide extended time to complete assignments,</p>	

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flexibility in meeting times, and alternative forms of assessment such as portfolios.

**From Standard VII: Professional Growth**

**Enhancing the Educational Environment at the School and District Levels**

When possible and appropriate, accomplished teachers explore and create opportunities for teacher leadership. Teachers actively collaborate with colleagues for mutual professional growth. Teachers formally or informally share ideas, resources, and innovations they have learned in order to enrich the school learning environment. They engage colleagues in meaningful discussions about curriculum, teaching, and student learning and are invested in improving school and district culture. They may mentor new teachers, serve on curriculum or staff development committees, or engage in strategic planning processes with colleagues. They view effective teaching not as an isolated exercise, but as a systematic practice involving collaboration and decision making with fellow teachers.

Accomplished teachers are knowledgeable about and take active roles in supporting the growth of colleagues and advocate for the best teaching strategies to increase student achievement.

**Enhancing Social Studies and History Education**

Understanding the importance of social studies–history in preparing tomorrow’s leaders, accomplished teachers reach beyond the school and district to enhance social studies–history education on a larger stage. They build on personal and professional growth experiences and share these with extended learning communities. They may write for professional journals, develop curricula, lead institutes and workshops for colleagues, and become active in their state and national professional organizations. Teachers belong to larger communities of colleagues, and they interact with national organizations, advocacy groups, and policy makers—each of which can serve as resources for enhancing and promoting social studies–history.

*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>*

<p><b>WORLD LANGUAGES (EAYA)</b> <i>Early Adolescence through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD IX: Professionalism</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.</p>	
<p><b>Professional Communities</b></p> <p>Accomplished teachers of world languages function as leaders of professional teaching and learning communities. They contribute to the quality of their peers’ practice and benefit from their collaboration with colleagues, administrators, university faculty, and other members of the profession. Teachers demonstrate an informed commitment to their profession in a variety of ways.</p> <p>Accomplished educators of world languages contribute purposefully to the intellectual quality and professional culture in their schools. Knowing that effective teachers do not work in isolation, they share responsibility with their colleagues to improve the school’s instructional programs and to foster the success of all students. Teachers collaborate with colleagues to promote connections within the department and across levels of instruction. Teachers work with colleagues on lesson plans, share materials and expertise with their peers, analyze and develop curricula for their department, or act as mentors or master teachers to observe and coach other teachers. In these ways, they take on leadership responsibilities in the language department, the school, and the district and emphasize their commitment to the well-being of the institution as a whole.</p> <p>In addition, accomplished teachers collaborate with colleagues to promote connections across disciplines, and they act as resources for colleagues in various ways. Accomplished teachers honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. Teachers participate actively in developing interdisciplinary lessons or programs of instruction. Teachers coordinate instruction in world languages with the total school curriculum, integrate other academic curricula into language instruction, and aggressively seek opportunities to integrate language instruction into all of the school’s academic pursuits, therefore clarifying for colleagues the significance of the program. Teachers collaborate with colleagues to examine their own practices critically, welcoming</p>	

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observations from colleagues to assist in self-evaluation and to continue to develop both as teachers and as learners. Accomplished teachers also collaborate with learning specialists to identify and meet the needs of exceptional students. Teachers actively influence professionalism in the school as they work to establish and sustain a community of learners.

Accomplished teachers collaborate with colleagues at many levels of instruction and at various educational institutions. For example, teachers may cooperate with postsecondary education institutions in the preparation of new world language teachers and volunteer to supervise student teachers or to serve as mentors. Teachers might work with colleagues in higher education to ensure the effective articulation of instructional programs. Teachers might also collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs or research projects; teach postsecondary classes or enrichment courses; or serve on evaluation teams for local, state, or regional program reviews.

Accomplished teachers are members of district, state, regional, and national professional organizations. In these roles, they might propose, design, and carry out staff development opportunities; make presentations at professional meetings; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; write for professional publications; or participate in efforts to address and solve policy issues related to language instruction. Thus, accomplished teachers take leadership roles within the profession, sharing their accumulated knowledge and strengthening the quality of practice of all teachers.

Accomplished teachers of world languages are passionate and serious about their field. They have a strong commitment to life-long learning; they develop focused professional development plans that include structured, continuing education opportunities, professional reading, and advanced coursework.

**Advocacy for World Languages**

Accomplished teachers actively seek and participate in opportunities to promote education in world languages, in general, as well as in the languages they teach, making clear the importance of world languages as a core academic curriculum. Teachers advocate for their field and their profession by helping increase public awareness of the goals and benefits of learning world languages. They skillfully articulate that language acquisition promotes intellectual growth as well as personal development, especially with regard to enhancing literacy skills and understanding the diversity of cultures. Accomplished teachers initiate and foster constructive relationships with colleagues, school administrators, community agencies, local governing boards, and state and national policy-makers. For example, teachers might organize film festivals, language clubs, international assemblies, honor societies, or language and cultural competitions. Teachers might plan and direct student activities in the local community as well as in the international community, such as student

performances, student exchanges, and study abroad programs. Teachers might also make presentations on world languages and international issues to local civic groups, businesses, or government organizations. Through such efforts, teachers promote links between language education and programs that advance the development of multilingualism and multiculturalism.

As advocates for effective language instruction for all students, accomplished teachers readily take on the responsibility of educating the public regarding general misconceptions about language teaching and acquisition. Teachers work to ensure the public understands that language learning involves much more than developing basic survival skills and advocate for expanding language offerings. Teachers help school officials and community members understand that high levels of language proficiency require long, well-articulated sequences of instruction, clarifying both the immediate and long-term applications of language learning.

Accomplished teachers understand and communicate to students, parents, community leaders, and policy-makers that highly proficient speakers of world languages are more likely to interact successfully in multilingual and multicultural situations. Collaboration and competition on a global scale demand that U.S. citizens in the twenty-first century have expertise in varied languages and cultures, especially in those vital to economic and security concerns of the nation. A pluralistic American society, unprecedented mobility among students and professionals, and instantaneous communications require a workforce that meets the needs of communities, colleagues, clients, and consumers throughout the United States and in all parts of the world. Teachers draw attention to career options available for those who are highly proficient in world languages, emphasizing that knowledge of a modern or a classical language can provide career advancement within many professions and is essential to expanding employment opportunities around the globe.

For their advocacy efforts to succeed, accomplished teachers must be familiar with historical events and prevailing attitudes related to languages that have shaped and continue to influence the field. This historical perspective on the part of the teachers—in addition to their knowledge of contemporary issues, legislation, and current policies affecting education in world languages—is essential to the development and implementation of quality, coherently-articulated programs of instruction from early childhood through adolescence and young adulthood.

*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>*