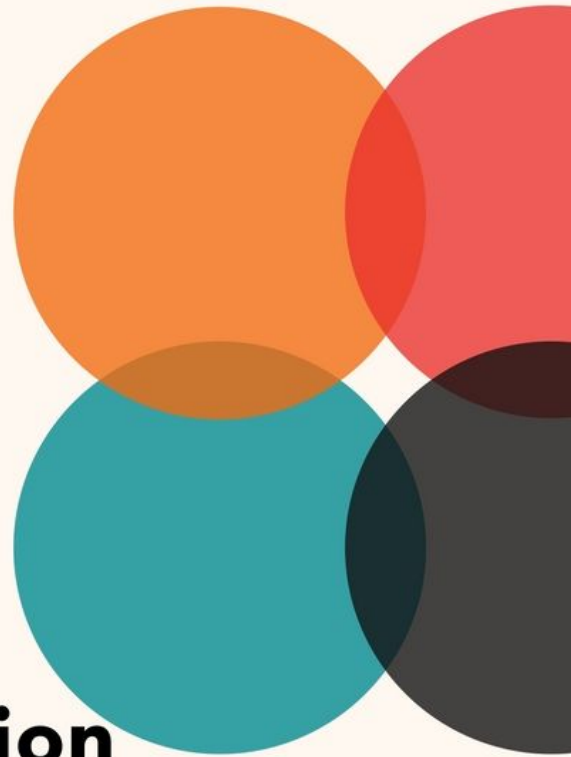


For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these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

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

STANDARDS STUDY

National Board Professional Teaching Standards



Collaboration

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Table of Contents

<u>Art (EAYA) Standard IX: Collaboration with Colleagues, Schools, Families, and Communities</u>	3
<u>Art (EMC) Standard VIII: Collaboration with Families, Schools, and Communities</u>	10
<u>Career and Technical Education (ECYA) Standard VIII: Partnerships and Collaboration</u>	14
<u>English as a New Language (EMC) & (EAYA) Standard III: Home, School, and Community Connections</u>	20
<u>English Language Arts (EA) & (AYA) Standard XI: Collaboration</u>	24
<u>Exceptional Needs Specialist (ECYA) Standards IV, VI, VIII, X, XI</u>	31
<u>Generalist (EC) Standards II, IV & X</u>	38
<u>Generalist (MC) Standard VI: Partnership and Outreach</u>	46
<u>Health Education (EAYA) Standard IX: Partnerships with Colleagues, Families, and Communities</u>	49
<u>Library Media (ECYA) Standards II, V, VI, IX</u>	53
<u>Literacy: Reading-Language Arts (EMC) Standard XII: Collaboration with Families and Communities</u>	60
<u>Mathematics (EA) & (AYA) Standards IX, X</u>	64
<u>Music (EMC) & (EAYA) Standard VII: Collaboration</u>	67
<u>Physical Education (EMC) & (EAYA) Standard X: Collaboration and Partnerships</u>	69
<u>School Counseling (ECYA) Standard VII: Collaboration with Family and Community</u>	74
<u>Science (EA) & (AYA) Standard VI: Family and Community Partnerships</u>	76
<u>Social Studies-History (EA) & (AYA) Standards I, VI, VII</u>	83
<u>World Languages (EAYA) Standards I, IX</u>	87

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

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
Standard IX: Collaboration with Colleagues, Schools, Families, and Communities	
<p>OVERVIEW: Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.</p>	
<p>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.)</p> <p>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.)</p> <p>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.</p> <p>Teachers Work with Colleagues to Contribute to the Climate, Culture, and Instruction throughout the School</p> <p>When appropriate, art teachers collaborate with other teachers in the school to identify issues, concepts, or themes that can be explored in an interdisciplinary manner. Accomplished art teachers work to make connections between the visual arts</p>	

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and other subject areas. They seek opportunities for cross-disciplinary studies that will strengthen student learning in both art and other disciplines. They strive to ensure content-rich learning that maintains the integrity of the visual arts and builds respect for the discipline. They know that such collaboration holds the potential for promoting the unique forms of thinking and learning that are characteristic of the study of art. Accomplished teachers realize that effective interdisciplinary collaborations continue over time. Long-term collaborations help students develop the abilities to connect learning and sustain a community of learners among their peers. They understand how collaborations with colleagues bring unique perspectives that challenge ideas, requirements, curricular assumptions, and other factors that limit student learning in art and other content areas. They know how and when to question convention and tradition and when to encourage innovation in the search for practices that will lead to significant learning in and through art. Accomplished art teachers provide instructional leadership. They are skilled at working with administrators and teachers from other disciplines to develop programs and initiatives that address school-wide goals.

Teachers Are Lifelong Learners

Art educators are lifelong learners, constantly engaging in the process of professional growth. (See Standard X—Reflective Practice.) They are motivated by the changes they observe in their students, their academic discipline, educational research literature, and the world of art and visual culture. Professional growth is multifaceted and can result from reflection on one's practice, interaction with other professionals, exploration of new resources and instructional strategies, study of professional literature in art and general education, advanced coursework, leadership in professional organizations, and participation in art conferences.

Accomplished art teachers evaluate ideas and theories that are appropriate to the goals of art education. Their quest for excellence is fueled by a desire to equip students for an evolving future. Recognizing that static practice inhibits educational progress, they constantly seek self-renewing experiences. They identify the need for additional information, acquire necessary knowledge, and, when appropriate, conduct research and incorporate their findings into their teaching practice.

Teachers Are Leaders Who Work with Colleagues to Contribute to the Growth of the Profession

While seeking to realize their vision of equal opportunity in art education for all students, teachers fulfill various leadership roles. Teachers see their responsibilities as professionals as including a commitment to their continuing professional development as well as that of their colleagues, their schools, and the general field of art education. Accomplished teachers serve as peer coaches or mentors to student teachers, new teachers, or experienced colleagues; work with others to design, improve, or evaluate professional development plans and practices; research, evaluate, and invent

innovative and effective teaching strategies; and provide leadership to support family cooperation and involvement. They also involve themselves in curriculum development and review, in both interdisciplinary efforts and within the art program. Teachers make presentations at professional meetings, contribute to the professional literature, and serve on policy committees and councils. They also collaborate with educators from other schools and districts and with educators from colleges and universities. (See Standard IV—Content of Art.)

Joining with other educators at the local, state, regional, and national levels, teachers strive to strengthen instructional practices and to design and implement new programs in art education. They are seriously committed to involvement with peers, knowing that such collaboration yields significant dividends by improving their own instructional practices and those of others. Peer interaction can improve their effectiveness as teachers, expand their knowledge of students, deepen their understanding of art and its connections to other disciplines, contribute to the knowledge and skills of other teachers, and improve the quality of education in general. They seek ongoing relationships with peers who act as critical friends to reflect on their practice and improve student achievement.

Accomplished teachers clearly understand how what they do in the classroom is part of something that is much greater than what occurs in a single learning context. They know how their teaching connects to the advancement of the profession. Teachers serve in multiple roles within learning communities, acting as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and fellow artists.

Teachers Are Advocates for the Visual Arts and Work with Colleagues to Influence Policies That Affect Art Education

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.)

Teachers Capitalize on the Insight of Parents and Guardians

<p>Teachers recognize that parents and other caregivers have insights that can enrich the quality of education for students; therefore, teachers seek ways to take advantage of family experiences. They listen attentively to the stories parents share about their home lives, taking special note of students’ strengths and abilities that might not be apparent at school but that could help to further their education. Teachers see collaboration with parents as an essential tool for providing students with the support and motivation they need. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)</p> <p>Early in the year, teachers take steps to solicit support for the art program from parents and other caregivers. Teachers are receptive and welcoming in their attitude; they establish two-way communication with families, seeking information from them about the strengths, interests, preferences, aspirations, and home lives of their students. They provide information about the content of the school art program including routines and goals for learning. They suggest actions that family members can take to help their child’s visual arts literacy by providing media and materials for art making, sharing family visits to museums and galleries, and expecting their children to reach appropriate and challenging goals in art and communicating that expectation.</p> <p>Visual arts classes eventually bring students into contact with important topics that some portions of the population may find objectionable, such as religious or spiritual themes; nudity; or social, political, or artistic ideas that sometimes challenge the norm. Accomplished teachers know how to handle criticism on these accounts; they keep open lines of communication with families, respecting their private beliefs but standing up for the right of students to encounter art as a process of studying expressions of human experience across cultures, times, and places. (See Standard IV—Content of Art.)</p> <p>Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their students. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. Further, it contributes to making school a place where art is appreciated and valued. By including the multicultural resources of families within the study of art, accomplished teachers widen student perspectives and help them understand how diverse peoples make up the global community, thereby connecting individuals to human experience. (See Standard II—Knowledge of Students as Learners, Standard III—Equity and Diversity, and Standard VIII—Learning Environments.)</p> <p>Teachers reassure parents that they do not need an advanced degree or extensive arts experience to help adolescents learn about the visual arts; all they need is a willingness to make an effort, to share in their children’s curiosity about their everyday worlds, and to watch and learn along with them. Periodically, teachers may send home an intriguing art assignment with the intention of involving the whole family.</p>	
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Teachers see parents and other caregivers as allies. They communicate regularly with families about the school art program by means of newsletters, Web pages, or other media. They invite families to take part in the program, for example, as collaborators in the school art exhibition—helping, not taking over the project—or as guest speakers in the classroom, sharing their expertise. In their communications, such teachers may highlight research regarding key information that families might find useful—such as the central role of visual literacy in workforce preparedness, the impact of arts learning on achievement in other content areas, or the importance of the art-making process as opposed to the value of a finished product.

Teachers communicate regularly with families about their children’s progress in art and respond thoughtfully to their concerns. Accomplished teachers work to dispel myths that surround the pursuit of careers in the arts, helping students and their families understand the pervasive nature of the visual arts in all aspects of society and the limitless career opportunities that continue to expand within the context of technology and related fields.

Teachers Cultivate Family Interest in and Support for Art Education

Teachers communicate with families about their child’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 gives parents 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 when setting, implementing, and evaluating goals. (See Standard I—Goals of Art Education and Standard VI—Assessment, Evaluation, and Reflection on Student Learning.)

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 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.

Interaction with parents helps accomplished teachers establish an invaluable rapport with families. It also holds the promise of stimulating family support for and involvement in the education of their children. Teachers persistently, actively, and creatively seek to involve parents and guardians in the educational process. They encourage parents to attend conferences, invite them to exhibitions in the school and

community, and include ways for families to be involved in the art learning of their sons and daughters. Teachers help establish avenues for family input and involvement in the development of school art programs, keep parents informed of these avenues, and encourage them to participate. Teachers know the value of having families understand the diverse cultural interpretations of language and symbols. They advise parents of art learning opportunities available outside the school program—such as after-school and Saturday programs at museums, universities, and arts centers—to further art education for students.

Teachers Collaborate with Constituents in the Community to Strengthen Art Education

Accomplished teachers view diverse constituents within their communities as partners in providing arts experiences, knowledge, resources, and advocacy that support substantive arts education. Seeking to broaden the definition of educational context, thereby opening the doors of classrooms and schools, accomplished teachers find ways to connect students and their artwork with the larger community through exhibitions, programs, and field trips. They realize the importance of connecting with schools of higher education, museums, businesses, arts organizations, and artists.

College faculty and higher-education resources help unite theory and practice within the context of visual arts classrooms. Through collegial collaborations with accomplished art teachers, university educators recognize the reciprocal benefits of such partnerships. Community and regional museums utilized by art teachers are educational partners who provide resources, art works, and content to the classroom. For example, a teacher might work with museum educators in a long-range experience related to the study of museums—what their purposes are, how collections are arranged into a theme for an exhibit, how spaces are designed and arranged for exhibitions, and so on. In turn, students could select a collection of works based on a theme, build a model of a museum gallery, mount the model exhibition, create a catalog, and provide a multimedia presentation related to what they have learned, demonstrating their understanding of the work of museums.

Accomplished art teachers seek to identify opportunities for mentoring situations or internships so that students might engage in rich experiences while exploring careers within the workplace. They work to build diverse resources—human and informational—about careers in or related to the visual arts, and they model ways that art connects to daily life, taking care to demonstrate how study in the arts builds knowledge and skills that will be used in all areas of the workplace.

Accomplished teachers find ways to connect students and their artwork with the larger community. 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, advocates, makers, and consumers of art. In working collaboratively—

whether with colleagues, schools, families, or community members—accomplished teachers seek meaningful partnerships, thereby building and maintaining ongoing support for quality art education for all students. Their ultimate goal is to foster collaborations that will have a positive impact on student learning, improve their practice, and ensure that art education is a powerful contributor within a global community.	
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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>

ART (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD VIII: Collaboration with Families, Schools, and Communities	
OVERVIEW: Accomplished art teachers work with colleagues, families, and community groups to achieve common goals for the education of students, to improve schools, and to advance the knowledge and practice of art education.	
<p>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. 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. Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. 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 students’ attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for their children’s progress in art.</p> <p>Teachers Contribute to the Quality of Life and Instruction throughout the School</p> <p>Art teachers collaborate with other teachers in the school to locate art resources and to identify issues, concepts, or themes that can be explored in an interdisciplinary manner. They work to make their schools reflect the importance and vitality of art education. Through exhibits, displays, and other means, they extend the richness of the art learning environments to the school as a whole. (See Standard VII—Learning Environments.)</p> <p>Similarly, teachers work to break down the boundaries that might exist between the visual arts and other subject areas. They seek to identify opportunities for cross-disciplinary studies, knowing that such collaboration holds the potential for promoting the unique forms of thinking associated with the study of art. Accomplished teachers seek to learn about the activities of other teachers in order to connect the art education program to other worthwhile learning experiences. Similarly, art teachers invite other teachers into their classrooms to encourage collaboration. They treat their colleagues with respect and professional courtesy.</p> <p>Art teachers bring unique perspectives to professional interactions among colleagues in the art community and throughout the entire teaching force. They challenge ideas,</p>	

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requirements, curricular assumptions, and other factors that limit student learning in art and other content areas. They know how and when to question convention and tradition and when to encourage innovation in the search for practices that will lead to significant learning in and through art.

Teachers work to establish and sustain a community of learners among their peers. They are skilled at working with administrators and teachers from other disciplines to helping them to understand and improve curriculum and instruction throughout the school. Teachers collaborate with special education and resource teachers to develop appropriate art education programs for gifted students and students with special needs. (See Standard III—Equity and Diversity.) In addition, they participate effectively with other educators on committees and projects to improve school policies, organization, and procedures.

Art educators are lifelong learners, constantly engaging in the process of professional growth. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.) They are motivated by the changes they observe in their students, their academic discipline, educational research literature, and the world of art. Their quest for excellence is fueled by a desire to equip students for an evolving future. Recognizing that static practice inhibits educational progress, they constantly seek self-renewing experiences.

Professional growth is multifaceted and can result from reflection on one's practice, interaction with other professionals, exploration of new resources, study of professional literature in art and general education, advanced coursework, leadership in professional organizations, and participation in art conferences. Accomplished art teachers evaluate ideas and theories that are appropriate to the goals of art education. They identify the need for additional information, acquire necessary knowledge, and, when appropriate, conduct research and incorporate their findings into their teaching practice.

Teachers Are Leaders Who Contribute to the Growth of the Profession

While seeking to realize their vision of equal opportunity in art education for all students, teachers fulfill various leadership roles. Teachers see their responsibilities as professionals as including a commitment to their continuing professional development as well as that of their colleagues, their schools, and the general field of art education. Accomplished teachers serve as peer coaches or mentors to student teachers, new teachers, or experienced colleagues; work with others to design, improve, or evaluate professional development plans and practices; research, evaluate, and invent innovative and effective teaching strategies; and provide leadership to support family cooperation. They also involve themselves in curriculum development and review, in interdisciplinary efforts as well as within the art program. Teachers make presentations at professional meetings, contribute to the professional literature, and serve on policy committees and councils. They also collaborate with educators from other schools and districts and with educators from colleges and universities.

<p>Joining with other educators at the local, state, regional, and national levels, teachers strive to strengthen instructional practices and to design and implement new programs in art education. They are seriously committed to involvement with peers, knowing that such collaboration yields significant dividends by improving their own instructional practices and those of others. Peer interaction can improve their effectiveness as teachers, expand their knowledge of students, deepen their understanding of art and its connections to other disciplines, contribute to the knowledge and skills of other teachers, and improve the quality of education in general. Teachers serve in multiple roles within learning communities, acting as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and fellow artists.</p> <p>Teachers Are Advocates for the Visual Arts and Work to Influence Policies That Affect Art Education</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>Teachers Capitalize on the Insight of Parents and Guardians</p> <p>Teachers recognize that parents, guardians, and other caregivers (henceforth referred to as parents) have insights that can enrich the quality of education for students; therefore, teachers seek ways to take advantage of family experiences. They listen attentively to the stories parents share about their home lives, taking special note of students’ strengths and abilities that might not be apparent at school but that could help to further their education. Teachers see collaboration with parents as an essential tool for providing students with the support and motivation they need.</p> <p>Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their children. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. It furthermore contributes to making school a place where art is appreciated and valued.</p>	
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<p>Teachers Cultivate Family Interest and Support for Art Education</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 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> <p>Teachers Gain Support through Active Family Involvement</p> <p>Interaction with parents helps accomplished teachers establish an invaluable rapport with families. It also holds the promise of stimulating family support for and involvement in the education of their children. Teachers persistently, actively, and creatively seek to involve parents and guardians in the educational process. They encourage parents to come to conferences, invite them to exhibitions in the school and community, and include ways for families to be involved in their children’s art learning. Teachers help to establish avenues for family input and involvement in the development of school art programs, keep parents informed of these avenues, and encourage them to participate. Teachers know the value of having families understand the diverse cultural interpretations of language and symbols. They advise parents of classes available outside the school program—such as after-school and Saturday programs at museums, universities, and arts centers—to further students’ art education.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the 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>CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Partnerships and Collaborations</p>	
<p>OVERVIEW: Accomplished teachers collaborate with family, education, industry, and community partners to create challenging real world opportunities and support networks that help students plan, develop, and achieve their career goals.</p>	
<p>Accomplished career and technical education (CTE) teachers work collaboratively with family, education, and business partners to develop meaningful opportunities for student growth based on students’ individual needs. Early exposure to a variety of careers allows CTE students to select training and coursework that best suits their personal and professional goals. CTE programs provide students with work-based experiences in various professions through classroom projects, internship positions, job shadowing, and career-related activities sponsored by student organizations and guided by industry professionals. Accomplished CTE teachers are invested in engaging stakeholders within the learning environment and throughout the community in their students’ educations, to help students plan, develop, and achieve their career goals. Meaningful collaboration with family, education, and business partners provide employers with a highly skilled workforce and help students become productive members of society.</p> <p>Collaborating with Family Partners</p> <p>Accomplished CTE teachers know that family members can become their strongest allies in the education of adolescents and young adults. Teachers value the central and distinctive role that families play in the lives of students and strive to form strong partnerships with them by communicating routinely with families. Instructors welcome family members into the CTE learning environment, encouraging them to participate in activities and contribute to the education of their children. Accomplished teachers understand that family partners can offer insightful stories and firsthand knowledge that lend fresh perspective to discussions about students’ career opportunities while enriching the learning environment. Teachers foster this type of input on all occasions, clearly signaling through word and deed that families and educators share a mutual interest in seeing students succeed and thus should work together to prepare young people for the future.</p> <p>Welcoming Families to the Learning Environment</p> <p>To build positive relationships and establish productive rapport, accomplished CTE teachers initiate regular interaction with families. They convey respect for family partners and nurture a high level of trust, speaking and listening with equal care so</p>	

they can relay and receive information that is meaningful to all parties. For example, a CTE teacher might cofacilitate a college night in which students, counselors, and partners from higher educational institutions gather to discuss postsecondary opportunities and admission requirements so students and their families can understand the many options available. Teachers describe students' successes and accomplishments as well as areas requiring improvement for the achievement of future goals. Instructors establish high expectations and provide supportive guidance when discussing students' professional interests and explaining assessment data related to students' college and career readiness skills. At the middle school level, they converse with students and parents about career exploration based on student interests and aptitudes so they can help students select future coursework. For example, a middle school CTE teacher and her students may invite parents and community members to a career and technology student organization (CTSO) exhibition that showcases how CTSO competitions relate to and support career pathways. At the high school level, teachers continue this dialogue by informing students and families about specific postsecondary educational training that would help students achieve their identified college and career goals. Accomplished teachers maintain open lines of communication with parents and caregivers throughout their children's education, encouraging family members to share details about experiences and events that might affect student performance. These exchanges help accomplished teachers learn the expectations and aspirations that families have for their children while suggesting ways teachers might tailor curricula and instruction to address their students' personal influences and needs.

When they communicate with families, accomplished CTE teachers invite parental support for, and involvement in, their children's education by making sure parents and guardians understand the many ways they can participate in learning activities. Instructors inform families about schoolwide and CTE-specific events and work to reduce any barriers to their involvement. Invested in the importance of dialogues with families, teachers use multiple modes of communication to reach families based on their technological resources, cultural backgrounds, and socioeconomic conditions. Teachers encourage parents to take part in classroom discussions and simulations as well as community events sponsored by CTE programs and career-related student organizations so parents can witness learning environments in action. They also invite parents to attend career days and observe job shadowing at the workplace so parents can learn about professional activities geared toward building postsecondary readiness. Finally, they urge parents to serve on CTE advisory boards and other school committees so parents can contribute to curriculum planning and program management. Through these avenues, accomplished CTE teachers help parents acquire greater knowledge about classroom expectations, program goals, industry trends, and postsecondary demands.

Extending Student Support Networks

As appropriate and when possible, teachers engage support providers in conversations with families and students, discussing instructional activities with all

<p>parties to ensure that students receive the full benefit of the relationship among school, family, and support provider. For example, a CTE instructor may include a vocational rehabilitation case manager in a student-led conference about the status of her skill development in a course. In this meeting, the student could advocate for herself and work with a team of providers to select a career training program after graduation. Working in conjunction with school counselors, teachers help families understand what CTE programs have to offer their children and how students can make the best use of postsecondary opportunities.</p> <p>Accomplished CTE teachers seek common ground to build an understanding with families that best serves student interests. Instructors understand that, despite their best efforts, relationships with families may not always be congenial or effective; yet, they strive to appreciate family points of view in these instances and remain dedicated to advancing their students’ learning experience. For example, a teacher may advocate for a student with disabilities who requires long-term medical care by engaging his concerned parents in a series of conversations, all in the hope of convincing them that their child should continue pursuing his dreams without delay by working with the teacher in the family home. Likewise, an instructor with a student who has career interests with which her parents differ may broker family support by explaining how talented and passionate their child is and how lucrative job prospects could be for someone skilled in this career area. Throughout discussions like these, CTE instructors project a positive and respectful demeanor with family members. Knowing that students need effective support systems to achieve their college and career goals, teachers develop productive working relationships with families and support providers to help students negotiate family, school, and social demands.</p> <p>Collaborating with Education and Business Partners</p> <p>By building substantial networks with education and business partners, accomplished teachers sustain the educational goals of CTE programs and secure a wide range of postsecondary opportunities for their students. Instructors pride themselves on their ability to make the best possible connections for their students based on local resources and industry demands. At the middle school level, these connections may be forged primarily with colleagues at the high school level and focus on strengthening vertical alignment. High school teachers expand collaborative relationships with instructors at institutions of higher education as well as professional colleagues and business and corporate representatives. Partnerships like these are integral to CTE program design and implementation because they ensure that curricula remain well aligned with the demands of postsecondary education and closely tied with the realities of the workplace. Education and business partners help CTE teachers connect theory with practice so their students can achieve future goals as efficiently and effectively as possible.</p> <p>Strengthening Curricula</p>	
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<p>Accomplished CTE teachers collaborate with instructors in all departments, at all educational levels, to strengthen their curricula. Teachers promote the vertical alignment of technical skills and cross-disciplinary knowledge between grades as well as horizontal alignment within grades. They know that wide gulfs often separate them from teachers in general education programs. In these instances, CTE instructors build bridges to their colleagues, removing barriers to professional interaction whenever and wherever possible for the benefit of all students. Conferring with educators within their schools and districts, CTE middle and high school teachers ensure that course objectives support the logical progression of students’ career and technical skill sets as they advance to graduation. (See Standard VI—Postsecondary Readiness.) CTE teachers also meet with instructors in general education departments to sponsor and sustain cross-curricular activities that encourage the development of students’ interdisciplinary knowledge at each grade level. In units they teach with other educators and in courses they lead on their own, CTE teachers embed the instruction of cross-disciplinary skills within work-based projects. For example, a sewing instructor may team with social studies and mathematics instructors to present a unit on political activism in which students integrate historical theories with geometric principles and technical skills to select textiles, design patterns, and produce quilts that support a perspective or cause. Using applied contexts to clarify learning concepts and reinforce their significance, CTE teachers help students build their interdisciplinary knowledge and improve their academic achievement in all classes.</p> <p>Accomplished CTE teachers help their students achieve smooth transitions to postsecondary education. They do so at the high school level by securing articulation agreements with postsecondary programs and institutions, promoting dual enrollment and early college admission, and advocating certification training. CTE instructors develop partnerships with postsecondary faculty and staff to ensure that curricular objectives meet postsecondary requirements and that CTE program goals are thus closely aligned with the demands of higher education. For instance, a teacher may serve on a committee with higher education officials to review entrance qualifications and standardized assessments for various programs of study. CTE instructors inform their students about postsecondary educational opportunities and encourage students to make good use of them. They raise student awareness in many ways, for instance, by hosting or attending career fairs, organizing campus visits, inviting guest speakers, or attending competitions designed to showcase various opportunities in career and technical education. Accomplished teachers know that the creation of seamless curricula from secondary to postsecondary institutions requires the careful sequencing of CTE coursework. Furthermore, they understand that this continuity is critical for students because it positions them for postsecondary success and shows them the rewards of becoming lifelong learners.</p> <p><i>Facilitating Career Exploration and Developing Employment Opportunities</i></p> <p>Accomplished CTE teachers network with business partners by maintaining active</p>	
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memberships in professional and technical organizations or by participating in advisory committees, local chambers of commerce, or other civic groups. They attend meetings and other functions, understanding that this type of interaction can help them gain human and financial resources critical to the success of their programs and their students' careers, such as on-the-job training and other avenues for career exploration. Corporate partners and policy makers also share timely information with CTE instructors about industry standards and economic fluctuations affecting the job market. This information helps teachers maintain strong connections between CTE course objectives and real-world demands, which enables them to advocate for their programs and leverage their resources. For example, a welding instructor may attend a conference to stay abreast of the industry forecast within her state; after learning about opportunities related to underwater welding, she could share these findings with her colleagues, collaborate with them to attain funding, and purchase the equipment needed to offer instruction in this field. The business alliances that CTE teachers form thus promote the viability of their programs on multiple fronts, all of which are geared toward improving student outcomes in relation to workplace preparation and hiring prospects.

While partnerships may vary based on the trends and demands of local industries, accomplished CTE instructors seek multifaceted alliances to attain a range of real-world experiences for their students, including apprenticeships, internships, and job shadowing as available. Active immersion in work settings allows students to confront professional issues, address problems, and put solutions into practice, leading to the type of reflection that empowers career planning. The chance to experience workplace demands and dynamics firsthand provides CTE students with excellent preparation for future employment. For example, a family and consumer science instructor who teaches culinary arts might facilitate an internship at a local bakery so a student interested in becoming a pastry chef could learn the daily challenges of this job. Based on what they know about students before, during, and after work-based learning experiences, CTE teachers understand the efficacy of using these opportunities to guide career exploration and job placement. They gain information about the value of these experiences in various ways, for instance, by speaking with job supervisors, examining student portfolios, or evaluating surveys submitted by students and their employers. CTE teachers highlight their students' success in the community to demonstrate their strengths and skills and show the value that work-based learning experiences hold for all participants, students and employers alike. Teachers know that creating this type of awareness in the business community will attract opportunities for other students in turn and advertise the contributions that CTE students as a whole can make to the workforce.

Extending CTE Programs into Communities

Meaningful interaction with family, education, and business partners expands the boundaries of the CTE learning environment. Accomplished teachers are dedicated to providing their students with useful, practical experiences by extending CTE programs into communities where people live and work. Instructors thus do more

<p>than prepare students for the challenges of postsecondary education and employment— they encourage students to become active members of their cities and towns.</p> <p>For many students, participation in local clubs, community groups, and volunteer or service organizations may already be an important part of their lives. Accomplished CTE teachers build on these experiences to nurture their students’ social engagement and strengthen their commitment to the concept of community. Educators emphasize the rewards associated with civic involvement, showing students how their contributions can help them achieve postsecondary goals while improving their communities. Through CTE-sponsored participation in community activities and events, students assume responsibility, take action, and exercise leadership as they cultivate transferable skills. For instance, an industrial technology teacher may organize a project so students can work with a local contractor to build homes for people in need. Similarly, students in a business marketing course may band together to design posters advertising a local charity event. Whether working as individuals with education and business partners or as members of a career-related student organization, students develop a vital sense of initiative. They experience personal and professional growth and help form a future workforce responsive to industry and community needs.</p> <p>The contributions that students make to their communities benefit all participants and thus develop support for CTE programs among family, education, and business partners. Accomplished CTE teachers empower their students to assume leadership roles and raise awareness of their programs. For example, members of student organizations may represent their programs by delivering presentations at local rotary clubs, chambers of commerce, or career fairs. Accomplished CTE instructors marshal the advantages of applied instruction showcased in these and other venues to promote their programs and advocate for resources among parents, alumni, community members, and elected officials. Teachers share the tangible rewards of career and technical education to increase the network of individuals interested in advancing the goals of CTE programs and the success of CTE 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 Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD III: Home, School, and Community Connections</p>	
<p>OVERVIEW: Accomplished teachers of English language learners establish and maintain partnerships with their students’ families and communities to enhance educational experiences for their students.</p>	
<p>Accomplished teachers of English language learners know that active family involvement strengthens student achievement, so teachers make special efforts to assure families that participation in their child’s education is welcome and vital to student success. Teachers advocate for families, helping them to access resources for making their voices heard within the school and community. In addition to forging effective and mutually beneficial partnerships with families, teachers also understand the role that communities can play in contributing to the attainment of students’ educational goals. Teachers therefore gain awareness of the communities and neighborhoods their schools serve, and they work to develop partnerships with agencies and organizations that might help meet the needs not only of their students, but also of the families of their English language learners. Teachers recognize the benefits that accrue in school programs as a result of such partnerships. The connections teachers establish among schools, families, and communities support students’ educational progress and enable teachers to instill in students an interest in learning English that extends beyond school settings.</p> <p>Communication with Families</p> <p>Accomplished teachers develop culturally responsive and linguistically appropriate techniques for establishing rapport with their students’ families that encourage involvement and enhance opportunities for their students’ success. Teachers know that many parents and family members of their students are English language learners themselves. To newly arrived families, school cultures in the United States may be unfamiliar and overwhelming. Teachers understand the importance of providing opportunities for parents and other family members to learn about the structure, policies, and practices of schools in the United States and the expectations for family involvement in U.S. education. Teachers know that students frequently act as interpreters of language and culture for their families by translating and negotiating for parents and that, in such cases, the shifting balance of familial power may create intergenerational tensions with ramifications for family cohesion and for student performance in school. With the aid, as necessary, of bilingual community liaisons or trained interpreters, teachers clarify the broad roles of schools in the</p>	

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United States, not only in educating students but also in advocating for them in providing social services and in preparing students for higher education and future employment. Teachers continually inform parents about students' participation and work in class, report cards, and test scores in a clear manner that accurately portrays their children's progress and suggests how families can support student learning.

Accomplished teachers rely on a range of communication strategies to help students' families understand educational processes and to encourage their participation in a variety of school activities. In doing so, teachers foster vital, effective instructional programs and build their understanding of families' expectations and educational goals. Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct two-way communications, as well as other forms of communication, such as telephone calls; individual progress reports; and Web sites, e-mail, and newsletters translated into families' home languages. As appropriate, teachers and bilingual liaisons or trained interpreters make home visits to discuss students' progress. Teachers ensure that communication with families is frequent, timely, and meaningful as they regularly share updates on students' accomplishments, successes, strengths, and needs, including the means for achieving higher goals. They provide families clear information about such issues as immunization requirements, course offerings, student placement, special services, and extracurricular activities. Teachers recognize that families may have cultural values and aspirations that differ from those prevalent in the broader society. When teachers find that students' best interests conflict with family viewpoints, they exercise discretion and sensitivity in working with families to understand the situation. Communication with families fosters success, identifies concerns, and enables teachers to respond thoughtfully to families' interests.

Accomplished teachers treat families with respect and understanding, realizing that communicating with parents of English language learners presents both opportunities and challenges. Teachers are aware that family members use their own educational experiences in framing their expectations of and attitudes toward the education of their children. Teachers realize that keeping families informed about school is vital to alleviating misconceptions and, therefore, ensure that information reaches appropriate family members. Teachers know which families need special assistance in circumventing language or cultural barriers in communicating with the school, and may partner with school staff and community organizations to initiate classes or workshops that address the needs of families in the areas of language, education, and school expectations. Teachers help families access resources, such as trained interpreters and translated documents, so they can participate fully in their children's education.

Accomplished teachers recognize that families have experiences and insights that can enrich the quality of students' education. Involvement with families offers teachers opportunities to gain insight into parents' expectations and aspirations for

their children, and can help them meet students' language learning needs. Teachers listen actively to what families say about students' home lives, taking special note of talents, strengths, and abilities that might not be demonstrated in the school setting but could enhance the educational process. Teachers share this information, as appropriate, with other teachers and school personnel, maintaining the confidentiality of privileged information that families share. Teachers regard collaboration with families as an indispensable tool in providing students support and motivation and in furthering opportunities for improved learning.

Connections Between Home and School

Accomplished teachers dedicate themselves to providing avenues for the continuing educational success of their English language learners, understanding the mutual responsibility they have with families for the learning and achievement of their students. Teachers therefore recognize the benefits of connecting with families to develop strategies that can be implemented at home to reinforce students' school experiences. Teachers address cultural issues that sometimes arise because of a family's place of origin or previous educational experiences. Teachers highlight parents' roles as educators, affirming and endorsing specific skills and expertise families contribute to the educational process. For example, teachers might emphasize for families the importance of maintaining high expectations and aspirations for children over time, explain how families can act as advocates for their children's education, and outline positive steps families can take to nurture students' academic efforts. Teachers may offer suggestions to family and other school staff on how to help students develop constructive learning habits and study skills to improve

academic performance. Teachers might recommend specific questions about schoolwork that families could ask to motivate students to use the language they are learning, to prepare them for classroom discussions, and to build their interest in school and language learning. In communicating with families about students' goals, accomplishments, and needs, and in connecting what occurs at school to related experiences in the home, teachers help families establish high expectations for academic success and enrich learning in ways that build students' confidence, competence, self-discipline, and motivation.

Connections with the School Community

Accomplished teachers recommend and initiate strategies in their classrooms and within the school community that enable families of English language learners to feel welcome, safe, and important. For instance, teachers might enlist parents as tutors or mentors, invite family members to speak about areas of professional expertise and cultural practices, or have parents assist with the writing of class newsletters. To create environments that encourage family participation, teachers work with school staff, including trained interpreters and bilingual community liaisons, to establish regular and purposeful communication with families and advocate for those who do not speak English. Teachers might prompt colleagues and administrators to include

families of English language learners as school volunteers to help publish calendars in native languages, create multilingual telephone menu options, or organize special events. To ensure that their students' families have a voice in school decisions, teachers may advocate for the creation of forums where families can discuss concerns and contribute ideas, or recommend that parent conferences be held at times and locations convenient for families of their students. Teachers might arrange curriculum nights to familiarize families with school programs or to acquaint them with family literacy and learning strategies that advance student achievement. For example, teachers might model early literacy strategies so that parents could use these strategies at home. Teachers work closely with guidance counselors and other school personnel to ensure that English language learners are informed of requirements and opportunities for higher education and that they are appropriately placed in credit-bearing courses that are prerequisites for pursuing specific academic or other professional goals following graduation. Teachers work with the entire school community in affirming respect for multilingualism and cultural diversity to promote collaborations that benefit educational outcomes for students.

Connections with the Community

Accomplished teachers sustain the academic performance of their students by connecting families of English language learners to community resources, services, and agencies that respond to family needs affecting students' success in school. Teachers promote a range of community services to support families new to the United States, such as health, social, educational, and recreational resources. Teachers may collaborate with school staff and other professionals to introduce families to English language and citizenship classes, courses in computer literacy, and opportunities for continuing education. Teachers inform students and their families about resources in public libraries, for example, or community organizations that support the needs of students and families. Teachers might apply for grants from community groups to secure resources such as computers for students. Teachers can initiate partnerships with community leaders to provide funding for learning opportunities such as bookmobiles to provide students, their families, and their neighborhoods with accessible, relevant, and interesting materials.

Reflection

Accomplished teachers consciously reflect on their philosophy pertaining to the role of families in the education of students. Teachers analyze how families' insights into their children's learning are voiced, understood, and appropriately acted upon. Teachers examine roles of home, school, and community in the attainment of educational goals. They analyze the results of these mutually beneficial partnerships, clearly articulate how such alliances facilitate the learning of English for their students, and adjust their practice as necessary to improve these connections.

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

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<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD XI: Collaboration</p>	
<p>OVERVIEW: Accomplished English language arts teachers collaborate to improve instruction and student learning, advance the knowledge and practice of the field, enhance their professional identities, and foster collaboration in their classrooms and beyond.</p>	
<p>Accomplished English language arts teachers understand that collaboration is a disposition, a process, and a tool that allows teachers to positively impact student learning by drawing on the talents and energy of a wide array of individuals committed to a common goal. Accomplished teachers understand that collaboration involves inquiry, compromise, collective reflection, problem solving, community building, and pulse taking. They realize that, although meetings and social gatherings are an important part of the daily life of a teacher, these interactions do not in themselves usually constitute collaboration. Collaboration transcends the merely social; it is purposeful. Accomplished teachers collaborate with students; with colleagues within English language arts and other disciplines; and with the community by forging and reinforcing relationships with community partners and businesses. For accomplished teachers, collaboration is a disciplined, reflective endeavor that is designed to improve student learning.</p> <p>Accomplished English language arts teachers recognize that their attitude toward collaboration helps to determine the spirit with which each collaborative endeavor is undertaken. Therefore, they cultivate their own disposition toward collaboration and approach opportunities to engage with others with openness and enthusiasm. They also foster a collaborative culture among their students, colleagues, and the community.</p> <p>Whether a given effort is mandated, initiated by the accomplished teacher, or suggested by a colleague, an accomplished English language arts teacher embraces the opportunity to collaborate. Accomplished teachers understand and influence the ways in which collaboration takes place, engaging in the most productive methods to improve learning outcomes for students and to further their own personal, academic, and professional growth.</p> <p>Purposes of Collaboration</p> <p>Accomplished English language arts teachers inspire and engender collaboration in order to achieve many goals. One is to further their own and their colleagues’ growth in pedagogical and disciplinary knowledge to enhance student learning. A group might</p>	

address a gap in knowledge, or it might challenge and extend a solid base of understanding. Accomplished teachers know that collaboration with a wide range of professionals puts more information at their fingertips, enabling them to meet the needs of an increasingly diverse student population.

Accomplished English language arts teachers are intentional in identifying goals for collaborative efforts; they recognize when to focus on discrete objectives and when systemic change is in order. They assess the factors, be they possibilities or constraints, that influence the collaborative process. Rather than passively accepting impediments to collaboration, such as negative dispositions or a lack of common planning time, accomplished teachers strive to find possibilities for group endeavors. Accomplished teachers collaborate effectively, taking into consideration competing claims on their time and resources and skillfully setting priorities.

Forms of Collaboration

Accomplished English language arts teachers choose the form of collaboration that is most appropriate for a given purpose or situation. Their knowledge of students, mastery of the content of English language arts, and skill in the process of collaboration allow teachers to strategically address a specific need. Accomplished teachers systematically investigate and evaluate the ever-expanding forms of collaboration available in many dimensions: physical and virtual, synchronous and asynchronous. Accomplished teachers understand that collaboration occurs on different scales; it can take place between individuals or within small or large groups, and it can be short term or unfold over long periods of time. Whether accomplished teachers are creating lessons to help students who are reading below grade level, organizing the schedules of teachers who want to observe one another’s classes, taking advantage of technology to connect their learning environment to one in another country, or supporting a student initiative to address a school or community need, accomplished teachers foster positive educational change through intentional collaboration. (See Standard XII—Advocacy.)

Collaboration with Different Groups

Accomplished English language arts teachers consistently engage in collaboration with three main groups: students, colleagues, and the community. Collaboration looks slightly different with each group, but the distinctions are porous, and a given effort may cross the borders between groups. For example, collaboration with other teachers for interdisciplinary teaching about voter registration would yield collaborative opportunities between teachers and students and might, in turn, encourage student engagement with local business and community organizations. Accomplished teachers have a deep and abiding belief that when all stakeholders, including students, educators, and communities, work in concert, there is the greatest chance of propelling student achievement. Teachers also realize that in times of limited resources and increased demands, collaboration is a powerful tool for meeting instructional needs in fair and equitable ways. (See Standard II—Fairness, Equity, and

<p>Diversity.)</p> <p>Accomplished English language arts teachers realize that collaborative efforts should be structured and publicized in a way that provides access for and encouragement of colleagues and interested stakeholders. Teachers also understand that collaboration by diverse stakeholders can improve fairness and equity in language arts education. Accomplished teachers acknowledge that students should be a part of the process of enriching and intervening in their education; therefore, teachers empower student representation, student voices, and student decision making.</p> <p>Collaborating with Students</p> <p>Accomplished English language arts teachers regularly engage in collaboration with students, model collaboration for students, and facilitate collaboration among students. Accomplished teachers recognize that collaboration is a key strategy for instilling a lifelong passion for English language arts and for helping students become more self-aware through interaction with others. Teachers guide students to become increasingly able to initiate and to participate in collaboration effectively. Teachers explain to students that collaboration refers to more than simply working in a group; it means partnering in their own education and other meaningful endeavors.</p> <p>Accomplished English language arts teachers recognize the right of students to gain an increasing measure of control over their learning on the path to independence. Students are encouraged to work with the teacher to set goals, monitor their own learning, and reflect on results. Accomplished teachers may also collaborate with students as co-learners; for example, a teacher and a group of students might explore the use of an unfamiliar technology to advance learning.</p> <p>Accomplished English language arts teachers are skilled at engendering collaboration among students. By establishing and reinforcing norms and by developing purposeful tasks that foster positive interdependence and reflection, teachers create the conditions in which students learn to collaborate effectively. Teachers know when to allow students to select their partners and when to assign groups. In assigning groups, teachers are guided by general considerations of fairness, equity, and diversity and by their detailed knowledge of particular students. Accomplished teachers do not assume that merely placing students in groups or opening the floor for a whole-class discussion will ensure that collaboration will occur. Teachers realize that they must equip students with skills that support collaboration, such as the ability to ask thoughtful questions, respond respectfully to others' ideas, build consensus, compromise, negotiate, and accept ambiguity.</p> <p>Accomplished teachers provide opportunities for students to collaborate not only face-to-face, but also in online environments if possible. Through an online literature discussion or inquiry project or through electronic penpals, students might work with peers from other classes in their school or in distant schools across the nation or world. Accomplished teachers skillfully manage student collaborations to ensure fairness and</p>	
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equity. Teachers make sure that each student has a voice, including finding comfortable

roles for less assertive students. (See Standard II—Fairness, Equity, and Diversity and Standard III—Learning Environment.)

Collaborating with Colleagues

Accomplished English language arts teachers understand that ongoing collaboration with colleagues is an essential means of fostering professional growth. Accomplished teachers acknowledge that collaborating with colleagues promotes advances in content knowledge, pedagogical skills, and knowledge of students, and they realize that continual development in these areas positively impacts student learning. Accomplished teachers understand that listening to other voices and other perspectives allows teachers to broaden their understandings and develop as educators. Therefore, teachers collaborate with their colleagues, including other language arts teachers, teachers of other content areas, administrators, coaches, members of their professional networks and associations, higher-education partners, and educational support personnel such as classroom aides and custodians. Whether in self-selected or assigned groups, accomplished teachers make the most of the opportunities within the educational community, focusing on ways to positively affect student learning, school climate, and teacher efficacy.

Accomplished English language arts teachers recognize the interdependence necessary for effective instruction to take place in their classrooms, and they are willing to advance the knowledge and practice of colleagues. They are also willing to learn from other teachers, including those teachers who specialize in working with students with exceptional needs. Accomplished teachers share the knowledge and insights they have accumulated to strengthen the professional practice of others. For example, they collaborate with less experienced language arts teachers or preservice teachers to help them enter and succeed at the profession. An accomplished teacher faced with an educational dilemma may invite colleagues with relevant expertise into the classroom or may visit others’ classrooms to observe their practices. Accomplished teachers share materials. They do not do so casually; rather, they engage in critical conversation about the scope and purpose of the materials and their potential for advancing learning. Accomplished teachers are skillful at initiating and facilitating collaborative experiences with their peers. They honor the consensus of the group, and they also craft variations that meet the needs of their students.

Accomplished English language arts teachers use conversations with colleagues, in both the physical and virtual realms, to develop, discuss, and refine strategies to improve the teaching of English language arts and enhance the achievement of students. For example, English language arts teachers might join together to search for new strategies and materials to achieve a specific goal, such as how to construct an inquiry project. An English language arts teacher might collaborate with a special education teacher to plan units of instruction to meet the specific needs of diverse

<p>populations. Accomplished teachers may participate in online conversations with colleagues across the district, state, nation, or world.</p> <p>Whenever possible, accomplished English language arts teachers use collaboration to promote interdisciplinary teaching. They share in the planning of integrated curricula, team-teach with members of disciplines other than language arts, promote reading and writing across the curriculum, and act as resources for colleagues in other disciplines. Accomplished teachers recognize that opportunities for collaboration can emerge from conversations, whether those conversations arise naturally or are intentionally crafted. For example, a group of teachers from different content areas might realize through casual conversation that environmentalism is a common content thread; they could then collaborate to design interdisciplinary units of study related to this theme.</p> <p>Accomplished English language arts teachers realize that collaboration does not occur in a vacuum; it is affected by the school climate. Therefore, teachers cultivate a culture that fosters collaboration. Whether they create, sustain, or reinvigorate a collaborative effort, accomplished teachers understand that within their sphere of influence, their participation is vital. They work with others to identify and build on areas of commonality. For example, an accomplished English language arts teacher might invite other English teachers to view a film to determine whether it can be used by their department or team. Alternatively, an accomplished teacher might participate in an ongoing analysis of student assessments by bringing in a range of student work, asking thoughtful questions, and inviting the suggestions of others. An accomplished teacher might reinvigorate a collaborative community by identifying a new purpose, challenging existing assumptions, or bringing in a new voice or perspective.</p> <p>Collaborating with the Community</p> <p>Accomplished English language arts teachers regularly collaborate with members of the wider community because they know that a school reflects the communities represented by its student population. Teachers understand that a community is not just a place; it is the interaction that occurs among people in families, towns, nations, and throughout the world. Working within this larger definition, accomplished teachers are able to collaborate effectively with all types of communities. The fundamental purpose of these collaborations, however, is always the same: to improve student learning.</p> <p>Accomplished English language arts teachers actively seek and build partnerships with the community to establish goals that promote understanding, foster authentic communication, and provide information on school or community-based initiatives. Accomplished teachers seek opportunities within the community to expand students' experiences, especially those related to possible future careers. Teachers may partner with businesses, industries, and community agencies to hold career days or to secure internships, funding, or resources that provide students with firsthand knowledge of</p>	
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<p>the world of work, especially of the value of English language arts in that world.</p> <p>Accomplished English language arts teachers are aware of the useful roles that community members can play regarding students’ English language arts education, and teachers reach out to the community by inviting individuals and groups to participate in the learning environment. When possible, teachers establish ongoing, supportive relationships between students and community members. Often, teachers design assignments with an eye toward involving the whole family in discussions of the learning activity, and they invite caregivers into the learning environment as observers, presenters, or volunteers. Community members may act as mentors, role models, or tutors; participate in mock job or college interviews; or review student portfolios or presentations. Teachers may even rely on community members’ subject-matter expertise to enrich the curriculum and make student learning more authentic. Teachers may organize collaborative book talks with students and members of the community or hold a writing night during which parents, students, and teachers can write together.</p> <p>Accomplished English language arts teachers use their content knowledge and expressive skills to craft innovative and effective ways to communicate with all parents and engage them in the work of the school. For example, a teacher might enlist the help of colleagues who can write in other languages to translate invitations to academic enrichment programs or college preparation workshops for parents who are not fluent in English. Accomplished teachers are tactful and creative about collaborating with parents and other community members who may have limited free time or who may at first feel uncomfortable about helping in the learning environment.</p> <p>Accomplished English language arts teachers realize that students come from diverse home and community settings and family structures. Teachers recognize that schools can benefit from the varied cultural, linguistic, social, and educational experiences that shape students’ lives and responses to schooling, so they collaborate with families, caregivers, and communities to take advantage of these sources of knowledge. All in all, accomplished teachers help families, caregivers, and the community understand how to help students become knowledgeable, responsible, literate, and articulate adults who can make important contributions to our democratic society. (See Standard I—Knowledge of Students and Standard II— Fairness, Equity, and Diversity.)</p> <p>Reflection</p> <p>Accomplished English language arts teachers reflect on their effectiveness in collaborating to positively impact practice and improve student learning. Teachers monitor how they collaborate with students, colleagues, and community members, and they recognize that reflection should occur before, during, and after collaboration to achieve and maintain consensus about the goals and the process. Teachers understand that deliberate choices about where, when, how, and with whom collaboration should occur must be made jointly, and accomplished teachers consider</p>	
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<p>the implications of their choices. Accomplished teachers reflect on ways to encourage all interested individuals to have equitable access to collaborative efforts. As collaboration unfolds, accomplished teachers use reflection to effectively negotiate relationships in accordance with group dynamics. Teachers identify ways to improve in future cooperative efforts, sometimes exploring alternative face-to-face and digital contexts for collaboration.</p> <p>Accomplished English language arts teachers review available evidence to determine the extent to which collaboration is or is not working. For example, a teacher might notice that a small group of students engaged in a task is floundering. In response, the accomplished teacher might question whether students were well prepared for the collaborative activity. If the teacher determines that the students were insufficiently prepared, the teacher might educate students about the individual roles they could take on the next time they work within the group. In contrast, after interacting with colleagues in a highly successful collaborative experience, an accomplished teacher would reflect on why the collaboration worked so well. Ingredients could include a common goal, shared commitment among participants, and persistence and mutual respect. After identifying the elements of successful collaboration, an accomplished teacher would reflect on ways to reproduce them with another group. In another situation, students might be uninterested in considering future careers or writing resumes. Upon reflection, the teacher might realize that a way to improve student motivation would be to illustrate the need for this practical skill. The teacher might then collaborate with a community member, such as the person responsible for hiring in a local business, to co-teach students about how to conduct a successful job search—including writing a resume.</p> <p>Accomplished English language arts teachers continuously reflect on and evaluate their practice and experiences with collaboration. They analyze their own collaborative efforts. They consult with other colleagues about new uses for and methods of collaboration. Whenever possible, accomplished teachers participate in professional development to learn more about collaboration, and collaborate on the planning and presenting of professional development. Accomplished teachers seek out other individuals experienced with collaboration in education, business, and other contexts, and when feasible, they collaborate on local, regional, national, and global levels.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Family Partnerships STANDARD VI: Communication STANDARD VIII: Curriculum and Instruction STANDARD X: Instructional Resources STANDARD XI: Contributing to the Profession and to Education through Collaboration</p>	
<p>OVERVIEW: (Standard IV) Accomplished teachers of students with exceptional needs work collaboratively with parents, guardians, and other caregivers to promote understanding of the student and to achieve educational goals.</p> <p>(Standard XI) Accomplished teachers provide leadership through collaboration to improve teaching and learning for students with exceptional needs and to advance knowledge, policy, and practice.</p>	
<p><i>Standard IV: Family Partnerships</i></p> <p>Teachers view parents, guardians, and other caregivers as partners in a productive dialogue to benefit students. They regard collaboration with families as essential in providing the support, motivation, and understanding students desire and need to advance their own learning. Through such relationships, teachers gain knowledge about their students. In turn, with families they celebrate successes and address challenges that often accompany educating and providing care for students with exceptional needs. Teachers serve as a resource for families and provide them with a wide range of information and support to help them become significant partners in educating their children.</p> <p>Teachers Gain Insight about Students through Partnerships with Families</p> <p>Accomplished teachers recognize that families are insightful observers and reporters of their children’s strengths and needs. They understand that families have a crucial and continuing influence on their children’s development and on their attitudes toward school, learning, and work. Teachers know how to engage families appropriately and effectively in their children’s educational programs and collaborate with them to promote their children’s growth. Thus, teachers signal clearly through words and deeds the importance of families as partners, striving to keep communication open in an amicable dialogue and involving families in the student’s instructional progress.</p> <p>Teachers know that significant benefits accrue from regular interactions with</p>	

families: families gain confidence and competence in participating as partners in their children’s education, and teachers gain understanding about students that assists them in addressing students’ needs. Through open communication teachers can obtain information about changes or events in the home environment, such as adjustments to a student’s medication, which affect learning and behavior. Effective communication with families helps teachers learn about students’ backgrounds, such as their home languages, that may have an impact on instruction. To further students’ development, teachers actively seek to learn about the cultures of which their students are a part, respecting cultural identities and acknowledging cultural factors and traditions that may influence students’ learning.

Accomplished teachers treat families with sensitivity and respect, and they respond thoughtfully and thoroughly to families’ concerns and needs. Teachers understand that families vary in how they view exceptionalities and in how they participate with professionals and schools. Teachers who recognize differences in values, relationships, and routines between home and school environments promote positive, constructive interactions. Communicating with and involving families is complex, even when families and professionals speak the same language and share opinions and values; when they differ, effective communication is even more important. Teachers are empathetic listeners as they inquire about family perspectives on education, behavior, and expectations for student progress. They seek to achieve mutual understanding in support of the best interests of students. In searching for common ground that respects family and community values, however, teachers do not sacrifice important instructional goals.

Teachers Collaborate with Families to Support Students’ Education

Teachers seek family input to complement, enrich, and expand student learning. They are adept at exchanging information and ideas with families so parents and other caregivers understand how their children are progressing with educational goals and so teachers can respond appropriately to family concerns. Together, teachers and families discuss expectations and priorities. As necessary, teachers interpret assessment results, portfolio entries, and school rules for families and discuss student work in a manner that provides families with an accurate and understandable explanation of their children’s progress. In some cases, an accomplished teacher may be the first person to work with families to identify what students can do instead of what they cannot do. Teachers collaborate with families to help students set goals, develop effective learning habits and study skills, complete assignments, build positive social relationships with peers and others, and improve performance. For example, a teacher of a student with severe or multiple disabilities might need to explain to a family the cognitive delays of their middle school-aged child who is being instructed at a preschool level, whereas a teacher of a student who is gifted may initiate a discussion on the appropriateness of subject or grade acceleration. Additionally, teachers take steps to ensure that parents have opportunities to share information about their language and culture and discuss their concerns about how

these factors may influence a student’s performance or the interpretation of that performance.

Teachers are sensitive to varied family roles and structures, and understand the diverse circumstances in which students live. Accomplished teachers support students by recognizing their situations, acknowledging the differing levels of involvement parents may have—absent, challenging, knowledgeable, highly engaged—and adjusting their interactions to match family needs. Whatever the extent of family involvement, however, teachers recognize that they are responsible for ensuring the educational progress of each student by accommodating the student’s needs and the goals of individualized education and transition plans.

Teachers Serve as Links in Family Resource Networks

Accomplished teachers are knowledgeable about programs and materials for parent education and support that provide resources families can use to extend and complement school-based learning activities, such as family support groups, vocational rehabilitation, counseling, and mental health services. As advocates for their students in a range of instructional environments, teachers collaborate with families and with professional colleagues to foster success for students in all settings. Teachers therefore are alert to students’ and families’ special needs, and they help families identify and access community services and programs that can meet those needs. Teachers, for instance, might acquaint some families with opportunities for academic enrichment. Some families might request information about community organizations that teach sign language. Teachers know that strengthening the family’s ability to be self-sustaining and independent is crucial to their success in supporting student achievement.

From Standard VI: Communication

Teachers Collaborate with General Educators, Related Service Providers, and Others to Facilitate Student Language Development

Accomplished teachers understand that language development is a shared responsibility of all who provide services to students with exceptional needs, so they collaborate with general education teachers, bilingual specialists, speech and language therapists, families, and others to determine the nature of a student’s communicative abilities and initiate appropriate instructional strategies. Teachers know that with proper professional development, allocation of resources, and coordination of services, students who have communication difficulties or who are linguistically diverse can successfully access general education curriculum and misidentification can be reduced.

From Standard VIII: Curriculum and Instruction

From the Section: Teachers Expand the Core Curriculum to Ensure the Success of

Students with Exceptional Needs
From Health, Physical Education, and Leisure

On their own or in cooperation with specialists, teachers plan, organize, and carry out programs in health education that reinforce the major concepts, ideas, and actions that contribute to a healthy lifestyle and that help students learn about nutrition, their bodies, germs and viruses, and substance abuse. They are alert to major health issues concerning students with exceptional needs and address such issues sensitively and in a developmentally appropriate manner, recognizing that some students mature physically before they mature emotionally and socially.

In addition, teachers understand that appropriate and stimulating play activities and interests sharpen students’ mental and physical skills, build self-confidence, and improve interactions with others. Realizing that participation at any level is important, teachers work with city and community recreation providers and private organizations to ensure greater access to recreational facilities and to develop and support leisure and recreational opportunities for students with exceptional needs. Teachers are familiar with a broad array of school and community recreation opportunities, and they know how to access these options and modify them in response to a student’s specific cognitive and physical abilities. Drawing on this knowledge and their familiarity with students’ interests and aspirations, teachers help students select appropriate activities and games that provide opportunities for success, improve self-image, and foster independence. For some students, this means active participation and competition in a variety of activities; for others, it means participation in an individualized recreation program. Whatever the activity—whether group or individual, participatory or spectator, physical or mental—teachers assist students in mastering the skills and concepts necessary to enable them to participate fully and to achieve long-term independence and satisfaction.

From the Section Teachers Differentiate Instruction Based on Students’ Strengths and Needs
From Students with Visual Impairments

Accomplished teachers of students with visual impairments work effectively and cooperatively with families, educators, and other professionals to support and promote high-quality learning experiences in various settings, including schools, homes, community settings, and work sites. They modify or adapt instructional materials for their students by providing braille and appropriate print formats, supplying objects and scale models, using environmental modifications to enhance the use of vision or other senses, and producing tactile maps and graphics. Skilled at balancing the various aspects of teaching unique skills with the demands of the regular curriculum, teachers willingly demonstrate the use of specialized instructional methods to other educators, support personnel, and family members.

From Standard X: Instructional Resources

Teachers Partner with Colleagues, Families, and the Community as Important Resources

Teachers enlist the knowledge and expertise of their colleagues and others to provide students with rewarding learning experiences. Building on the funds of knowledge available in all communities, they find individuals to share resources, serve as consultants with specific areas of expertise, or work collaboratively with fellow teachers and other personnel in planning and teaching. As lifelong learners, teachers take advantage of opportunities to enhance their own knowledge and skills, attending community and professional events to gather research findings and other relevant information they can integrate into their instruction. (See Standard XI—Contributing to the Profession and to Education through Collaboration.)

Accomplished teachers view close collaboration with the student’s family as vital to the student’s success. Since they are closest to the student, particularly in early childhood years, families have a rich fund of knowledge for teachers to access. Recognizing how involvement with the student varies in terms of the family’s culture and the student’s developmental level and respecting the family’s autonomy, accomplished teachers engage families in a process of mutual exchange that benefits the student in both the home and school settings. Teachers capitalize on strategies families use to meet a student’s needs and suggest strategies parents or caregivers might implement at home to reinforce classroom learning. To promote cooperation and facilitate communication with families, teachers investigate ways families can access technology. Additionally, teachers might maintain their own lending libraries of resources for families or encourage the school’s library to include books and other materials of interest to parents of students with exceptional needs. Teachers make certain that materials are available in languages other than English for families that require those resources. (See Standard IV—Family Partnerships.)

Teachers are open to inquiries from colleagues and parents related to the selection, design, use, and evaluation of instructional resources, understanding that other viewpoints and suggestions may offer valuable insights about meeting the needs of students.

Beginning within their own schools, accomplished teachers may invite colleagues to share their specific expertise with students. As advocates for their students, they actively seek programs and individuals who can bring special knowledge and points of view to their students. Teachers have an expansive view of the learning environment, seeing their local community as an extension of the school. They actively recruit and welcome families and other community members, paraprofessionals, agencies, universities, and businesses as partners in the school program, making full use of an array of local resources to enrich the curriculum, to provide extension activities and broaden the depth of study, and to introduce students to the varied worlds of work. They link outside resource and service providers, such as the health care community and business and industry, with the student, the school, and the family.

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

Accomplished teachers of students with exceptional needs regard collaboration as a distinguishing characteristic of their profession. Teachers know that collaboration is integral to almost every aspect of accomplished practice. It is the means through which professionals, families, and community members problem solve with shared responsibility and accountability for meeting the complex needs of students with exceptionalities. Collaboration affirms the teacher’s knowledge that an interdependent process based on mutuality and effective interactions among professionals leads to improved outcomes for students. At the heart of such effective collaboration is accomplished teachers’ dedication to working with all service providers to benefit students and ensure their full participation and progress in all learning environments. Collaboration, both as a way of thinking and as a set of practices for accomplished teachers, is the significant theme that appears throughout this document and unites all the standards that describe outstanding teaching in the field.

Collaboration for accomplished teachers may include providing leadership on a variety of school teams. For example, in co-teaching or facilitative support models, teachers play active and flexible roles to ensure that school environments support the needs of all students. They also collaborate with school administrators and colleagues on site-based teams to build capacity for services within the school and from community-based agencies, to introduce effective interventions for improving school-wide practices, and to evaluate the quality of programs and services. Teachers initiate and facilitate collaborative practices on the teams responsible for identifying, planning for, and reviewing the progress of students with exceptional needs.

Accomplished teachers focus their collaborative relationships on ensuring student access to general education and to standards-based education and assessment. A teacher of students with exceptional needs, for instance, might work with general education teachers and a range of professionals to align the standards-based curriculum with the goals of students’ individualized education programs. For example, a teacher may collaborate with a general education teacher and a student to develop individualized written communication goals aligned with state standards for writing. A teacher may partner with colleagues in curriculum design and delivery, in delivery of instruction and in assessment of student learning. Accomplished teachers also provide collaborative leadership in the challenging tasks of aligning services across systems.

To ensure student access to all learning environments and support student success, teachers collaborate with colleagues and parents as students transition from early childhood programs to school, across school levels, and from high school to employment and post-secondary education. As determined by their assessments of student needs, teachers also form partnerships with secondary educators, transition specialists, and vocational and rehabilitation personnel to integrate the secondary

<p>education plan of study with appropriate services.</p> <p>Accomplished teachers may collaborate in a variety of purposeful ways to influence school culture. For example, they might design and deliver professional development opportunities for general educators to further the philosophy of shared responsibility and to provide tools to help students be accepted, respected, and valued members of the learning community. Teachers may mentor student teachers or others new to the profession. Accomplished teachers recognize that collaboration is a process of mutuality, and they readily seek the expertise others have and acknowledge and address others’ concerns. Understanding that disagreements are inevitable in professional interactions, teachers view such conflicts as opportunities to find creative solutions and to grow professionally.</p> <p>In training and managing the work of paraprofessionals, accomplished teachers view their cooperation with administrators as important to meeting the needs of students with exceptionalities. Because teachers frequently rely on paraprofessionals to implement instructional plans, teachers ensure that these staff members receive frequent and intense professional development opportunities that prepare them for their particular instructional roles. A teacher with a student who displays severe behavioral challenges, for example, would arrange for training in social interaction, behavior modification, and behavior management skills so that the paraprofessional can address the student’s specific needs. By making certain that the paraprofessional knows how to perform effectively, the teacher ensures the safety of the student and staff member.</p> <p>As schools have evolved into teaching and learning communities, expectations have risen for how accomplished teachers collaborate with others. Collaborative practices have become a centerpiece of education laws and related disability laws. These laws define the specific educational services and supports that must be provided to eligible students and require teachers to collaborate with each other, with other professionals and providers, and with families in the provision of services to meet individual student needs.</p> <p>Teachers Participate in the Profession</p> <p>Accomplished teachers employ collaborative approaches to recognize and act on their professional responsibility to remain current with new knowledge in the broad arena of teaching and learning. Teachers therefore involve themselves in a variety of activities, such as leading a learning community or book study, working with colleagues to build a professional library, contributing as members to professional organizations, participating in or leading electronic collaborations, attending and making presentations at conferences, and actively participating in courses and other educational endeavors. They might also affiliate with university professionals, coteach with faculty, serve on advisory boards in teacher preparation, and facilitate university-school partnerships. (See Standard XII—Reflective Practice.)</p>	
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<p>Teachers Contribute to the Advancement of Education Policy and the Profession</p> <p>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.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Exceptional Needs Specialist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
<p>Collaboration is included throughout the Early Childhood Generalist Standards. Sections from the following standards are included:</p> <p>STANDARD II: Partnering with Families and Communities (<i>entire Standard included</i>)</p> <p>STANDARD IV: Knowing Subject Matter for Teaching Young Children</p> <p>STANDARD X: Exemplifying Professionalism and Contributing to the Profession</p>	
<p>OVERVIEW: (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>Standard II: Partnering with Families and Communities</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>Partnering with Families</p>	

Accomplished early childhood teachers know that the family-school relationship is continuous, reciprocal, evolving, and essential. They understand that when the parent-teacher partnership is strong, children flourish. Accomplished teachers understand that parents are the first teachers of young children and that their influence is profound and enduring. Teachers help family members understand that they are vital members of the educational team. Teachers employ multiple approaches to learn how parents perceive the child, how they interpret the child's behavior, the expert knowledge they have about their child, and what immediate and long-term goals they have for their child. Teachers intertwine each family's goals for children with instructional goals to achieve educational success. They encourage parents to be active partners in their child's learning and development. They respond to parents' questions and concerns, and they learn from parents' observations about children's growth, development, behavior, and language. As a result, families and teachers learn together. Accomplished teachers act from the positive perspective that parents want their children to succeed.

Accomplished early childhood teachers use knowledge of each child's family culture and language to share information that families can use at home. They help parents understand how the home environment affects young children's learning and development. They encourage parents to engage in such activities as reading to and with children and supporting the completion of home learning activities. Teachers understand that some families do not find it easy to provide these supports, and in such cases teachers assume professional responsibility for seeking alternative approaches. For example, a teacher might invite community members or older children to come into the classroom to read one-on-one to children whose families are unable to engage in home storybook reading experiences. Teachers are knowledgeable about programs, community resources and educational events, Web sites, and materials that families can use to extend and complement classroom learning experiences.

Accomplished early childhood teachers view parents as essential and equal partners in decision-making, and they recognize the dependence of young children on their families. They know that parents' affirmation of the educational program is important to children's motivation and sense of well-being. Teachers also understand that the school's affirmation of the child's home culture and language is important to the child's well-being and to the ability of the home to support the child and the educational program. Partnering with families offers teachers the opportunity to learn crucial information about children and also about the resources families have to foster children's learning and development. Furthermore, families can volunteer and provide ideas, expertise, materials, and community connections. Accomplished teachers understand the importance of school-family events where children and their families participate together in activities. Teachers organize and implement family events that are based on parents' interests and needs and that are sensitive to cultural norms in terms of food served, activities planned, location, time, and need for translators and interpreters.

<p>Understanding Families and the Community</p> <p>Accomplished early childhood teachers are respectful of the types and varied structures of families in their community. They understand that parents’ values and beliefs regarding education, as well as their styles of parenting, may differ from their own. They gauge parents’ abilities, interests, and comfort regarding involvement in their child’s education. They find a variety of ways to involve parents in their child’s education, such as occasionally observing in the classroom, working as regular volunteers, or assisting in the creation of materials at home.</p> <p>Accomplished early childhood teachers involve families in conversations about topics such as young children’s approaches to learning, their interests and learning behaviors at home, and the family’s view of how to motivate their child to learn at school. Furthermore, teachers are aware of families facing difficult situations such as poverty, domestic violence, homelessness, incarceration, foster care, chronic illness, death, and transitions such as relocating, divorce, and remarriage. They understand that such factors may limit some parents’ ability to participate in their child’s education; for example, a parent who is working two jobs to support a child may not be able to volunteer in the classroom but may be able to contribute in other ways. Accomplished teachers help all families and their children feel included in the classroom community, whatever their circumstances.</p> <p>Accomplished early childhood teachers recognize the complications and tensions that can arise when working with families. Communicating with and involving families are complex activities even when parents and educators speak the same language and share many opinions and values; cooperation is clearly more difficult when common ground is limited. Accomplished teachers seek to discuss openly with families significant differences in values, relationships, and routines. They recognize that by working together in equal and respectful partnerships, the home and school can solve problems over time.</p> <p>Accomplished early childhood teachers collaborate closely with families of children with exceptional needs to ensure that children’s needs are met and services received. Teachers are well informed about unique issues faced by such families. Accomplished teachers pay special attention to the parents of children with rare exceptionalities, respecting the fact that such parents may have more expertise in their child’s needs and abilities than some education professionals. Teachers work with these parents to develop an appropriate educational program for their child.</p> <p>Accomplished early childhood teachers understand the powerful reciprocal relationship that exists between communities and schools. Teachers learn about the cultural and historical roots of the community that influence families, neighborhoods, and local organizations. They use this information to maximize the relevance of learning opportunities for children. Teachers are active in the community by</p>	
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patronizing local businesses, visiting community gathering places, participating in fundraising walks, or attending cultural events. These activities enable them to interact with an array of educational stakeholders, stay informed of current developments in their community, and connect the community with the educational program.

Communicating with Families and the Community

Accomplished early childhood teachers understand that establishing reciprocal communication and relationships of trust with families of young children is essential to successful collaboration. Teachers understand that they are responsible for initiating family involvement, and they persevere if families are not responsive at first, seeking more effective approaches rather than assuming that some families are not interested in supporting their children’s learning.

Accomplished early childhood teachers know the importance of the first contact with parents, and they set a positive tone at the outset in order to lay a solid foundation for future interactions. They make special efforts to seek out families that are less assertive or open in expressing their views, and they strive to involve parents who might feel excluded or alienated from the school because of their own past educational or cultural experiences or because of language issues. Teachers facilitate two-way communication of information with parents as well as connecting families to one another, using tools such as home visits, surveys, newsletters, parent meetings, telephone calls, children’s music performances, family dinners, Web sites, e-mail exchanges, or social networking sites.

Accomplished early childhood teachers place a priority on regular communication with parents about each child’s progress. They continuously communicate what is happening in the classroom, why it is happening, and how families can get involved. Teachers are skilled at listening to, observing, and learning from family members. They solicit parents’ goals and priorities for their children, reports of children’s responses to program experiences and relationships, and information on how children function at home and in the community. Teachers celebrate children’s progress with families and assist them when a child needs additional support. Teachers admit honestly when they are unsure how to resolve an issue or need assistance, and they are prompt and resourceful in resolving such issues. They use a number of methods to explain assessment procedures and results, including written reports, annotated samples of children’s work, and formal conferences. They provide information in a language that families can understand, securing an interpreter when necessary.

Accomplished early childhood teachers understand that communicating with the community about education serves many important purposes. When community members know what children are learning and doing, they are empowered to be supportive in multiple ways. If members of the community hear that children are

learning about “community helpers,” they can volunteer to come in to talk about their roles in the community, share historically powerful stories of when they were assisted by a community helper, or generate ideas of ways in which the children and teacher could become involved with a neighborhood project. Accomplished teachers skillfully mix an array of communication techniques, ranging from posting flyers at community centers and libraries to creating Web sites, in order to relay information about teaching and learning. They also understand how communication with the community provides meaningful occasions for children to share what they have learned and their pride in their accomplishments. Accomplished teachers welcome inquiries, address them in a timely fashion, and actively welcome information shared by organizations in the community.

Helping Families Obtain Support and Services

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 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.

Accomplished early childhood teachers plan and implement activities aimed at ensuring that young children and their families are comfortable making the transition from one educational program to the next. A preschool teacher might discuss kindergarten expectations with children and families, while a kindergarten teacher might introduce children to their next year’s teacher, take children to visit the first grade classroom, or invite next year’s teacher to speak to parents about upcoming experiences. Similarly, kindergarten and primary-grade teachers obtain a working knowledge of pre-kindergarten childhood programs in the community in order to understand issues facing children and families about to enter the elementary school setting. They learn about children’s previous educational experiences at home as well as in organized programs.

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.

Accomplished early childhood teachers understand ways that the presence of family and community members in the classroom can provide support to individual children and to the various cultural groups represented in the classroom. They actively solicit family members and other community members, including senior citizens, to serve as volunteers and collaborators. They offer a variety of options for involvement, such as recounting personal experiences to the class or working on school improvement efforts, and they ensure that the time the volunteer spends is productive. Accomplished teachers are comfortable coordinating the efforts of volunteers; consequently, volunteers feel welcomed in the classroom.

Accomplished early childhood teachers recognize that not all those who wish to assist in the classroom come well prepared with the skills necessary for working with young children. Therefore, teachers prepare and actively supervise those who work alongside them. They anticipate problems such as volunteers gossiping about classroom events or using inappropriate language or disciplinary procedures. They prevent such problems by orienting and debriefing volunteers and observers and clearly explaining classroom norms and routines. Teachers ensure that volunteers understand and follow confidentiality requirements, and they facilitate the process by which all volunteers meet the local requirements for participation.

Accomplished early childhood teachers find creative and mutually beneficial ways to partner with collaborators outside the classroom. For example, teachers might have children regularly visit residents of a local nursing home, thus providing opportunities for both the children and the nursing home residents to develop relationships and to share life experiences through oral, written, and artistic means. Moreover, the visits provide opportunities to increase children’s understanding of the experiences of elderly people.

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

Accomplished early childhood teachers reach out to families to promote healthy habits for young children and communicate with families to share information on

developmentally appropriate health habits and wellness routines. Accomplished teachers can inform parents about the latest findings on the role that health plays on cognitive growth and development. They encourage parents to set goals to reduce the number of hours children spend in passive play with media and to increase the time children spend being active in order to increase focus and to reduce stress. Accomplished teachers work with families to encourage children to get sufficient sleep and adequate nutrition in order to be alert and ready for learning.

***From Standard X: Exemplifying Professionalism and Contributing to the 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.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood

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Collaboration Standards

Updated 2/5/18

Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

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GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD VI: Partnership and Outreach	
OVERVIEW: Accomplished teachers establish and maintain partnerships with families and the greater community to enhance teaching and support student learning.	
<p>Introduction</p> <p>Accomplished middle childhood generalists actively seek to involve families and community members in the educational process. When necessary and as appropriate, teachers assist families by serving as advocates and promoting their interests within schools. They keep families informed regarding their children’s progress and collaborate with families purposefully to build relationships that will support, motivate, and improve students’ learning. In addition, teachers understand the importance of working with members of their local and larger communities to enrich curricula and classroom learning by presenting students with various viewpoints and experiences. They know the significance of providing meaningful opportunities for students to contribute to their communities.</p> <p>Partnerships with Families</p> <p>Accomplished teachers realize that gaining an understanding of their students’ lives outside the school is critical to planning instruction and implementing curricula within the school. Through ongoing and varied interactions with parents, teachers learn about students’ backgrounds and cultures while establishing a rapport with their families. Teachers may assist families in finding additional resources, specialists, and services inside and outside the school, such as health care, English-language classes, or counseling. They realize that this type of guidance can be invaluable when one or more family members need professional help. Middle childhood generalists strive to become allies and advocates for families as they acclimate to schools and communities.</p> <p>Accomplished teachers recognize that effective communication is integral to the creation of positive working relationships between parents and teachers. Sensitive to different family structures and changing dynamics, teachers carefully employ varying methods of communication, using translations or interpreters as needed, to impart, exchange, and receive information that is meaningful for teachers and for families. Middle childhood generalists establish and maintain open lines of communication using multiple strategies to help parents feel welcomed. They work to develop trusting relationships in which parents see themselves as equal partners in their children’s education.</p>	

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Accomplished teachers make good use of opportunities to gather and share information about their students. For instance, teachers may lead school events such as math nights or fund-raising fairs to have parents and students actively participate in common activities. Teachers may also schedule parent meetings or evening workshops to explain school objectives and gain feedback on parents' expectations. When discussing students' work, accomplished teachers help parents understand curricular expectations and assessment data, providing parents with snapshots of their children's social, emotional, and academic progress. Teachers invite parents to be volunteers in the classroom and provide strategies for working with students at home. They see collaboration with families as an essential way of providing the support, motivation, and understanding that will enhance students' education. (See Standard III—Establishing an Environment for Learning.)

Accomplished teachers recognize that parents have expertise and insights that can enrich the quality of students' learning. Parents are often keen observers and accurate reporters of their children's strengths and needs. They have a continuing and critical influence on their children's development and attitudes toward school and learning. Teachers treat parents with respect and understanding as they elicit perspectives on students' development. While so doing, accomplished teachers recognize that families often have differing views about the goals and public purposes of schooling and the essentials of good practice. Teachers seek common ground with all parents, attempting to build relationships that will best serve students' interests. Accomplished teachers know how to learn from parents and help them promote their children's growth. If the participation of families has diminished, teachers find respectful ways to reengage these families. They invite parents to the school and ensure that families feel included within school outreach. Teachers help students and families understand that student effort and family support are directly related to student performance at all levels. The actions of middle childhood generalists clearly indicate that teachers and families share a mutual interest in seeing their children succeed.

Partnerships with the Greater Community

Accomplished teachers understand that the knowledge, skills, and strategies that students learn in school help prepare them for their roles in the world at large. Teachers therefore emphasize the significance of building their students' capacity to identify and address the needs evident within their communities. They work with students to apply strategies such as collaboration, conflict resolution, and productive debate to community issues. They show students how to maintain sensitivity to multiple perspectives and viewpoints, as well as various cultures, while communicating in a variety of ways, such as by writing letters or meeting virtually via satellite links. Middle childhood generalists are adept at connecting students with the greater community, present or virtual.

Accomplished teachers know that when students have an opportunity to give back to their communities, they gain a new appreciation for the skills they learn and the

knowledge they acquire. Students come to value partnership and outreach and may seek similar opportunities on their own or in the future. Through activities such as service learning and volunteering, teachers provide real-world experiences that allow students to see and understand the roles they can play in sustaining and improving local and global communities. For example, a teacher might engage students in research on homeless populations before having them organize a food drive in partnership with a local soup kitchen. Outreach experiences like this not only offer students the opportunity to exercise their problem-solving skills, but also show them the significance of becoming involved within their communities.

Accomplished teachers know that students and their families are part of the larger communities in which they live. Teachers see these communities as extensions of schools and classrooms, and they recognize the importance of using community resources that students value. Teachers take advantage of cultural, economic, and physical assets by actively recruiting parents and community members, agencies, universities, or businesses to become involved in classroom or school programs. By partnering with these groups, teachers enhance curricula and extend students' learning and development. These opportunities enrich students' knowledge with the benefit of exposure to multiple perspectives and help teachers develop strong connections between schools, families, and communities.

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

<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Partnerships with Colleagues, Families, and Communities</p>	
<p>OVERVIEW: Accomplished health education teachers work collaboratively with colleagues, families, and the community to enhance the overall health and learning of their students. They recognize that their responsibility to reinforce consistent, positive health messages extends beyond their own classrooms.</p>	
<p>Health education teachers know that healthy students will be better learners and the health of students must be reinforced and supported by the school and the community. Accomplished teachers are advocates for their instructional programs beyond the confines of their classrooms, actively seeking and participating in opportunities to promote enthusiasm among their professional colleagues, with families, and within communities for the acquisition and maintenance of healthy lifestyles.</p> <p>Collaboration with Colleagues</p> <p>Health educators aggressively employ their knowledge of school culture to seek opportunities to emphasize the value of health education in the context of the school’s academic pursuits. Because healthy children generally are effective learners, teachers affirm that health literacy is a schoolwide concern and that health education should hold a prominent position in the core curriculum. To communicate the value of their field, they design and participate in activities that focus attention on the goals and accomplishments of health education. For example, the health education teacher could make a presentation to colleagues about the relationship of students’ eating habits and nutrition to their learning, with the purpose of working collaboratively to effect positive changes in students’ nutritional behaviors. As advocates for health education, teachers engender support for their instructional programs both as core courses and as key elements of an integrated curriculum.</p> <p>Accomplished teachers of health education honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. At the same time, they purposefully seek opportunities to integrate health education into all of the school’s academic pursuits, clarifying for colleagues the significance of a coordinated school health program. They collaborate in planning and instruction with other teachers across curricular areas to make connections for health education, and they are a knowledgeable resource. Health educators take advantage of such opportunities as Buckle Up America! Week, American Diabetes Alert, Substance Abuse Month, Kick Ash Day, Depression Awareness Month, World AIDS Day, and other designated</p>	

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observances to incorporate health education information into the other academic areas. Teachers convey to colleagues that the health education curriculum enriches and supports the teaching of other disciplines. Health education provides students with opportunities to discuss, read about, and write about topics of high interest and to employ such processes as calculating, weighing, measuring, charting, and graphing. Accomplished health educators promote the integration of health information into other subjects by coordinating instruction with the total school curriculum and willingly integrating other subject matter into health education; such a collaborative approach sets up a positive environment for academic sharing and exchange. (See Standard V—Instructional Approaches.)

Accomplished health education teachers ensure that cross-disciplinary integration supports, rather than replaces, instruction related to the development of health literacy. Curriculum integration is not intended as a substitute for planned, sequential, developmentally appropriate, comprehensive health education programs, but it is a way to supplement and reinforce instruction. Curriculum integration helps health educators promote positive health messages for both students and staff in a school. Students benefit by seeing connections across curriculum areas, and their learning becomes more meaningful and related to real life as they comprehend key relationships among subjects.

Accomplished health educators serve as resources for the educational community. Health education teachers develop a positive image for healthy living and may encourage others by initiating health promotion programs and by working with other members of the staff and community. For example, they might teach CPR to students, staff, and parents or offer an asthma education program to identify ways that teachers might help students manage the condition. They are aware of the major health issues in their community and willingly research and provide information to their colleagues.

In promoting a coordinated school health program, health educators are integral members of their learning communities who contribute purposefully to the professional culture in their schools. They know that effective teachers do not work in isolation; they share the responsibility with their colleagues to improve the instructional and service programs of the school and foster the success and well-being of all students. Teachers establish partnerships with colleagues throughout the school to emphasize their commitment to the establishment of a healthy school climate.

Partnerships with Families

Accomplished health educators understand that active, involved, and informed families create a network that supports vital, effective health education programs. They value and respect the role of families as students’ first teachers and as supporters of students’ growth and development. Teachers enlist the aid of families as partners in the health education of their children, using a variety of communications

and family-involvement activities, such as wellness fairs, open houses, parent nights, newsletters, demonstrations, presentations at PTA meetings, telephone calls, individual progress reports, Web sites, e-mail, and the organization of wellness clubs. In a public relations capacity as proactive spokespeople for the benefits of healthy lifestyles, accomplished health educators encourage active family participation in fostering health literacy and give parents opportunities to help determine future directions for improved instruction.

Knowing that the choice and opportunity to practice health skills and health-enhancing behaviors in students’ lives outside of school are influenced by factors beyond a teacher’s control, health education teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Involvement with families offers teachers opportunities to gain insights into parents’ expectations and aspirations for their children. Teachers elicit parents’ ideas about their children’s interests and ways to motivate them. Teachers, in their quest to promote the benefits of health literacy, communicate with parents about their children’s accomplishments, successes, and needs for improvement. Teachers treat families with sensitivity, respect, and understanding, and they respond thoughtfully and thoroughly to parents’ concerns. Teachers actively seek to learn about the cultures of which their students are a part, respecting cultural values and recognizing that cultural differences may have an impact on instruction. Accomplished health educators work to find common ground and to achieve mutual understanding and respect in support of best interests of students. Effective partnerships with families enable teachers to instill in students an interest in healthy behaviors that extends beyond the school setting.

Connections to the Community

Accomplished health education teachers work to increase community commitment to health education and to reinforce health messages and accentuate consistent, positive health behaviors. At the same time, teachers recognize and strive to fulfill their obligation to ensure that their community is healthy, safe, and secure—one that makes possible a high quality of life. Teachers might, for example, conduct surveys about home safety, initiate programs to advise the elderly of the importance of flu inoculations, become involved in efforts to combat pollution, or sponsor community service projects to remove dangerous debris from local playing fields.

An important responsibility of teachers is to help the community at large to understand the role and characteristics of quality health education. Consequently, health educators reach out to the broader community, working to help the community become involved in the health education program of the school and to ensure that the school health education program represents the needs, interests, and ideas of the community. A teacher working with a local hospital or clinic might sponsor a student-led wellness program open to the community that offers health screening or

<p>focuses on issues such as poor nutrition, hypertension, or teen pregnancy. Teachers know how to collaborate with entities like school boards, city councils, local health departments, and other local, state, and national voluntary health agencies and organizations that can be partners in furthering the health literacy and wellness of the community. Further, teachers are familiar with such resources as the Centers for Disease Control and Prevention (CDC) and the National Health Information Center (NHIC) of the U.S. Office of Disease Prevention and Health Promotion (ODPHP). Teachers familiarize students with community resources to which they might turn for help with health-related issues, and they assist students in evaluating the reliability of such resources. (See Standard X—Advocacy for the Profession.)</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the 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>

<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Collaboration is included throughout the Library Media Standards. Sections from the following standards are included:</p> <p>STANDARD II: Teaching and Learning STANDARD V: Administration STANDARD VI: Integration of Technologies STANDARD IX: Outreach and Advocacy</p>	
<p>OVERVIEW: Working collaboratively with students and teachers, library media specialists today integrate instruction into content areas across the curriculum to create a powerful environment dedicated to helping students become lifelong learners. <i>Introduction section, p. 13.</i></p>	
<p><i>From Standard II: Teaching and Learning</i> <i>From the Section Applying Learning Theory</i></p> <p>With a knowledge base in learning and information-seeking theories and with knowledge of a school’s full curriculum, accomplished library media specialists co-plan, co-teach, and co-assess with teachers to create a wide range of learning opportunities. (See Standard III—Knowledge of Library and Information Studies.) Specialists teach all members of the learning community¹ to gain access to and use resources that will improve instruction and foster learning. Such professional collaboration places accomplished library media specialists at the center of collegial efforts to meet the diverse needs of all learners at every level.</p> <p>Designing and Developing Instruction</p> <p>Accomplished library media specialists’ knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students’ subject-matter knowledge, and enhance learners’ abilities to access and understand information.</p> <p>Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See Standard VI— Integration of Technologies.) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with</p>	

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<p>self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.</p> <p>Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.</p> <p>Strengthening and Supporting Curricula</p> <p>Accomplished library media specialists are valuable team members in curricular efforts at local, state, and national levels. Specialists respond positively to local and state curricula changes designed to improve student learning and to meet the greater community's high expectations. Specialists participate in committees or seek information outside their school to obtain insight into curricular needs and goals and to facilitate decision-making in their own schools and programs.</p> <p>Accomplished library media specialists in collaboration with content teachers infuse advanced information skills, gleaned from a variety of state and national guidelines, into the school curriculum. This process of synchronization results in collaborative teaching, in which the whole is greater than the sum of the parts.</p> <p>Accomplished library media specialists possess broad and comprehensive knowledge of the curriculum. As instructional leaders, specialists coordinate interdisciplinary projects by bringing together teachers to develop and implement units of study collaboratively. For example, an accomplished specialist aware of parallel units on famous painters of the Renaissance in both art and social studies will partner with these subject-area teachers to develop a project that incorporates the expertise of all those involved. This cross-curricular, collaborative work results in rich learning opportunities for students.</p> <p>Accomplished library media specialists assist teachers in creating frameworks for research, allowing students to generate innovative projects that involve a wealth of information resources. For example, to expand and deepen students' understanding of Native American culture, specialists may work with them to incorporate materials from primary source databases—including photographs, videos, or audio materials—to create a documentary.</p>	
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From Standard V: Administration
Implementing the Library Media Program

Accomplished library media specialists use the results of their planning efforts to implement the library media program. Specialists continually collaborate with colleagues to select, acquire, organize, and provide resources essential to implementing the library media program. In collaboration with administrators and teachers, specialists develop a collection consisting of diverse formats to meet students' personal and curricular needs. Specialists select, organize, and develop units of instruction and appropriate resources that integrate multiple literacies and information concepts and skills into curricular areas. For instance, in addition to providing resources, accomplished library media specialists may collaborate with the mathematics, music, and English teachers to develop and team teach a unit that affords students the opportunity to demonstrate their content-related skills by composing and performing an original musical or literary piece for entry into an international arts competition. Specialists provide staff development opportunities for teachers to learn how to use library resources, and they offer strategies for curriculum planning and classroom instruction. Specialists also involve families and other community members when developing library media programs.

Accomplished library media specialists engage students and enhance their learning opportunities. Specialists model attributes of effective teaching practices as they foster development of multiple literacies by working with students individually and in small and large groups. Library media specialists hold students to the highest expectations and use the full array of available resources to maximize each student's potential. Accomplished specialists are mindful of the diverse needs of students and ensure equitable access to all resources. By implementing differentiated instruction, specialists accommodate students' developmental levels, learning styles, exceptionalities, and cultural backgrounds. Library media specialists collaborate with teachers and other colleagues to develop and deliver direct instruction. Specialists provide support for independent student learning through tools such as pathfinders, lists of resources, and online research databases. For example, the accomplished library media specialist might collaborate with the art teacher to host a mock gallery opening in the library, showcasing students' work from their independent research on famous artists.

Accomplished library media specialists expand their reach through a variety of programs. For example, specialists may provide opportunities for families to learn about literacy programs and strategies, effective use of information and resources, and the services of the library media program by offering online or after-hours activities. Specialists organize events such as reading initiatives and other efforts to promote library media services. These events may occur in conjunction with community-based and national programs, such as National Library Week. Through their coordination with other staff members, library media specialists, for instance, may plan a school literacy night during which authors, families, and other members of

the greater community are invited to read or participate in storytelling. Pre-kindergarten students may participate by acting out stories while secondary students may perform dramatic readings. All this might be captured in digital format and shared on the school Web site.

From Standard VI: Integration of Technologies
From the Section Using Technologies for Teaching and Learning

The promise of technologies for library media programs comes from their potential to support new ways of teaching and learning. Accomplished library media specialists understand how to use various technologies both to support collaboration with colleagues and to design and deliver effective instruction that addresses meaningful learning goals. Specialists support teacher colleagues in exploring creative and innovative uses of technologies to develop new ways of teaching. Specialists encourage these colleagues to approach assignments in ways that advance students' skills in using technologies to access information and to design and create products that incorporate the latest resources. In their own instruction, library media specialists model best practices for using technologies effectively and imaginatively, in ways that extend students' abilities to use these technologies to support problem solving and creative thinking. They recognize that the use of technology is driven by instructional objectives.

Accomplished library media specialists, using all appropriate technologies, work collaboratively and independently to design and deliver instruction that addresses the full range of literacies that students must develop to become lifelong learners and productive members of society. Both in their own instruction and in partnership with teachers, specialists tie the use of technologies to instructional goals and integrate information and communication skills into technology-enhanced instruction. Specialists encourage teachers to design instruction and assignments that take advantage of the capabilities of technologies to engage students and facilitate higher-level thinking. For example, accomplished library media specialists might recommend teachers use alternative methods for students' written reports such as pre-kindergarten students taking digital pictures of shapes throughout the school to reinforce mathematics concepts and secondary students creating a digital presentation to represent a time period or event.

By modeling the use of many technologies and integrating them into their own instruction and the instruction they design and deliver collaboratively, accomplished library media specialists help learners become skilled at finding, organizing, evaluating, and synthesizing information from many sources. They instruct learners in responsible and ethical use of information while engaging in critical thinking, problem solving, reflection, and independent learning. Specialists ensure that students know how to plan and conduct research in various subject areas by accessing, evaluating, and using information in print, non-print, and digital formats in ethical and responsible ways. Specialists help students understand principles of fair use, intellectual freedom, respect for intellectual property, responsible use of social media, and rights and

responsibilities of digital citizenship. They create and implement innovative learning activities that engage students in using technologies to support higher-level thinking. For example, the accomplished library media specialist might work with a secondary environmental studies teacher to develop a project that requires students to use mobile computing devices. Students would input data they collected into a graphic organizer to support their analyses, evaluations, and understandings of the content. At the early childhood level, specialists might provide an interactive white board for students to sort pictures of items that can and cannot be recycled.

Accomplished library media specialists advise students about research strategies and teach them advanced techniques to increase the effectiveness of their searches. Specialists also work with teachers to create strategies that allow students to collaborate with peers locally and globally to create products using various technologies. For example, an accomplished library media specialist might work with a geography class that is organized into student teams to use online communication tools to research topics related to another country, to find and evaluate the most useful resources, and to work collaboratively with a team of peers in that country. Working with the geography teacher, the specialist might help students design and publish a Web site about the country that reflects each team member's learning and each team's overall understanding of the country. By coordinating activities like these, specialists afford learners opportunities to learn how to use technologies creatively and effectively, which supports them in becoming lifelong learners and helps them prepare for future employment in the workforce.

From Standard IX: Outreach and Advocacy

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.

Outreach

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.

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.

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.

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.

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

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD XII: Collaboration with Families and Communities</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers develop positive and mutually supportive relationships with family and community members to achieve common goals for the literacy education of all students.</p>	
<p>Accomplished early and middle childhood literacy teachers realize that families are the first and foremost educators of their children and that families can be teachers’ strongest allies. Teachers draw on family members’ observations of their children to inform their teaching. Teachers also capitalize on the fact that families have a powerful influence on their children’s development and on their attitudes toward learning and school. Accomplished teachers recognize that the larger community can have a pervasive influence on students’ educational experiences, and teachers collaborate with a range of stakeholders to enhance education and support families. Literacy teachers take initiative to form alliances with parents, families, and community members on behalf of the literacy development of all their students.</p> <p>Forming Meaningful Partnerships with Families</p> <p>Accomplished teachers know that effective communication can help them form meaningful partnerships with families and that teacher-family partnerships improve student learning. Teachers establish open, two-way communication with families early in the school year, seeking relevant information concerning each student’s language history, background, culture, reading interests, learning goals, and home life. Teachers are aware of the increasingly complex and diverse nature of families, and they respect all types of families in their communications. Literacy teachers may collaborate with students’ other teachers prior to reaching out to parents concerning important topics such as students’ learning assignments, academic growth, literacy development, behaviors, and class accomplishments.</p> <p>Accomplished teachers establish flexible communication with families. For example, they offer to meet outside the school day with parents whose work schedules conflict with the regular school schedule. If parents are unable to meet face-to-face, teachers make arrangements to converse in the most convenient way, such as via phone, letter, student planner, e-mail, texting, or through other digital devices. Teachers determine the most effective ways to communicate with all parents. Teachers have communications translated into the home language when this is both appropriate and possible. Accomplished teachers keep parents abreast of what is happening in the classroom and its impact on student learning. For instance, teachers may develop</p>	

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a newsletter or may keep a Web page or a blog. Teachers ensure that parents and children know how to access such communications.

Accomplished teachers invite parents' comments, questions, and suggestions on their children's education, and they collaborate with parents to ensure mutual understanding of expectations. When teachers communicate important notices, they follow up to make certain that parents have received and understood the information. Teachers provide families with a comprehensive overview of students' literacy development, using work samples, portfolios, report cards, and test scores as evidence. Accomplished literacy teachers encourage questions and offer explanations when necessary.

Accomplished teachers enlist the support of parents and encourage their expertise to promote children's success. When needs arise, teachers work with parents to plan and implement interventions and enrichments. Accomplished literacy teachers take a positive perspective when they communicate with families, and they find occasions to inform parents when a student has made a breakthrough as well as when problems occur.

Assisting Families in Supporting Their Children's Learning Development

Accomplished teachers share their professional expertise with family members and discuss ways in which parents can support their children's literacy development. For example, teachers may hold informal workshops for parents (with interpreters when needed) in which they explain standards, assessments, and aspects of the curriculum such as the writing process. Accomplished teachers provide parents with strategies that they can use to help their children develop effective learning habits and study skills. Teachers suggest ways that parents can help their children set goals for improving their literacy performance. Literacy teachers encourage families to read with their children at home and provide specific strategies for doing so. For example, if a child is having difficulty comprehending grade-level material, the teacher might provide parents a list of texts written at the student's actual reading level and strategies for sharing these texts at home. Additionally, if a student is reading above grade level, the teacher might offer parents materials and strategies that will challenge and accelerate the student's literacy development.

Accomplished teachers recognize that the school climate powerfully affects parent participation. Teachers invite parents and other community members to support the school literacy program by observing or participating in classroom or school functions including, but not limited to, celebrations of student learning, book fairs, student performances, luncheons, and fundraising events. Teachers encourage parents to become active partners in their children's education by regularly volunteering. Literacy teachers might invite parents to support individual instruction, read to groups of students, or speak with the class about ways in which they use literacy in their work and daily lives. As a result, teachers create a warm, welcoming environment where parents feel valued and connected to the learning community.

Accomplished teachers recognize that to foster a positive home-school relationship, they must take into account parents' own school histories and convictions about education. For example, adults who had mainly negative educational experiences may be reluctant to become involved with their children's school. Conversely, some concerned parents may insist that their children receive the same type of reading–language arts instruction which they remember receiving. Accomplished teachers know how to open and maintain lines of communication with all parents. They are sensitive to parental perspectives and seek to resolve concerns in respectful ways. They enter each discussion expecting to reach a workable solution. They focus the conversation on what parents care about—the welfare of their child—as they keep students' best interests in the forefront of their minds and actions. Accomplished teachers are able to articulate and clarify solutions to parents based on sound research and pedagogy.

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.

Connecting Families, Schools, and Communities

Accomplished teachers know that no school or classroom exists in isolation. Therefore, teachers seek positive ways to involve themselves and their students with local and global communities. Teachers' awareness of the importance of community relations leads them to inform the community at large about school goals, classroom projects, and student successes. They also inform administrators about learning activities that are worthy of media attention. Teachers aim to establish the kind of informed understanding that can occur when school and community work together.

Accomplished teachers know that gaining an understanding of students' lives in the community outside school is essential to becoming a successful educator. Teachers engage with the local community outside the school day. They may shop at the local grocery store; visit cultural centers; or attend sporting events, recitals, or plays. Accomplished literacy teachers recognize that informal interactions with families and the community improve their understanding of their students and ultimately benefit students' learning.

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

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

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IX: Families and Communities STANDARD X: Professional Community</p>	
<p>OVERVIEW: (Standard IX) Accomplished mathematics teachers collaborate with families and communities to support student engagement in learning mathematics. They help various communities, within and outside the school building, understand the role of mathematics and mathematics instruction in today’s world.</p> <p>(Standard X) Accomplished mathematics teachers continually collaborate with other teachers and education professionals to strengthen the school’s mathematics program, promote program quality and continuity across grade levels and courses, and improve knowledge and practice in the field of mathematics education.</p>	
<p>Standard IX: Families and Communities</p> <p>Accomplished teachers recognize the complexity of the home-school-student relationship, and they view families as partners who can encourage students to appreciate and value mathematics. Teachers respect the role of family members as students’ first teachers and as supporters of students’ growth and development. Teachers look to families for information about students’ strengths, interests, dispositions, habits, and home life. Teachers actively seek to learn about the various cultures from which their students and their families come, respecting their values and recognizing that cultural differences may affect instruction.</p> <p>Realizing that family members may or may not have had positive experiences in their own mathematical education, accomplished teachers create a non-threatening environment for family collaboration. Teachers find ways to communicate the value of mathematics, as well as its potential to open doors to students’ futures. For example, the teacher may use newsletters, e-mail, a personal Web site, or family nights to illuminate the utility of mathematics. Connecting the value of mathematics to real world opportunities and challenges builds a rapport between teachers and family members who work together to ensure positive and productive mathematical learning experiences. Teachers work to build two-way communication with families and encourage family members to visit or communicate with the teacher whenever possible, with a focus on creating a positive learning environment for students.</p> <p>Using information concerning the practical value of mathematics, accomplished teachers enter into conversations about the content and practice within the classroom</p>	

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and school. They share current research that informs their pedagogical decisions, such as cooperative groups and patterns of discourse. They communicate with families the content of the curriculum and invite family members to learn about that content in a non-threatening manner. For instance, a teacher may host a dessert exchange where family members learn more about what students are studying and doing in mathematics. To create an instructional collaboration, teachers find ways to engage the family in the mathematics that the student is learning.

When discussing students' education, accomplished teachers focus their discussions on both the positive and challenging aspects of students' knowledge and patterns of engagement. Recognizing that the home community plays an important role in the success of the students, teachers are sensitive to working with families.

In addition to the home community, accomplished teachers recognize the importance of the school community as it relates directly to student learning. Just as teachers build a collaborative environment between the home and school, they also build a collaborative environment between other educators within the school. Teachers work effectively with other school professionals to make students a part of a community with a coherent ethos. Accomplished teachers may work actively within the school community to advance knowledge about the learning opportunities afforded by technology. They help other teachers integrate knowledge across the disciplines in areas of applications, connections, and extensions. For example, they may work with language arts teachers to share ideas on communication skills and writing in mathematics, with social studies teachers on incorporating problem solving or data analysis, or with visual arts teachers on spatial relationships. In addition to building an interdisciplinary connection, teachers become ambassadors for mathematics. For example, they may share ideas for fair apportionment with the social science teachers, ideas for tessellating figures with art teachers, and ideas for technical mathematics writing with English teachers. They take on the responsibility of informing the school community, counselors, principals, and other teachers about the value of mathematics and the doors and opportunities mathematics opens for students. Recognizing that school professionals, much like some family members, may feel that they struggle with mathematics, mathematics teachers build awareness in their school community of the negative impact such language can have on a student or family member. Mathematics teachers work with counselors to promote the value of mathematics and the possibilities of furthering students' mathematical education or career.

Standard X: Professional Community

Accomplished teachers are members of a professional mathematical community and work in a collaborative environment. Seeing themselves as partners with other teachers, they are dedicated to improving the profession. They care about the quality of teaching in their schools, and, to this end, their collaboration with colleagues is continuous and explicit. They recognize that collaborating in a professional learning community contributes to their own professional growth, as well as to the growth of

their peers, for the benefit of student learning. Teachers promote the ideal that working collaboratively increases knowledge, reflection, and quality of practice and benefits the instructional program. Teachers seek to make their teaching an open community activity. They realize that while it may not be feasible to have a truly open classroom where colleagues may observe lessons followed by a collegial discussion, it may be possible to have an open classroom by sharing instructional anecdotes, sample products, or videotaped lessons. Teachers observe and study other teachers' practices, engage colleagues in dialogue about professional issues, and may serve as mentors to new teachers as well as coaches to experienced colleagues. Decision making becomes a collaborative process rather than an isolated process. Students become "our" students rather than "my" students in an effort to utilize all available resources. Teachers collaborate with parents, colleagues, and other members of the community in the education of early adolescents through young adults.

Because accomplished teachers are dedicated to their students and to their learning of mathematics, the focus of teachers' contributions to the larger learning community often revolves around curricular or assessment issues. These may include periodically reviewing district and school curricula, textbooks, external and internal testing instruments, and practices in their school or district to help ensure that materials and guidelines are thoughtfully organized; consistent with the profession's views of best practices; tailored to the students and the community they serve; and aligned with the goals of the mathematical community, school, and classroom.

As an extension of their local responsibilities, accomplished teachers engage in a wide range of professional activities. They contribute productively to the advancement of their field through active participation in professional organizations at the local, state, regional, and national levels. They work to support the improvement of mathematics education and the professional growth of mathematics teachers at all levels including pre-kindergarten through 16 as well as preservice and in-service teachers. For example, teachers might partake in action research or partner with a university to participate in research projects. Such commitment is central to teachers' dedication to the quality of their practice and to the advancement of mathematics education.

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

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Collaboration</p>	
<p>OVERVIEW: Accomplished music teachers understand and value the distinctive role of families, colleagues, the community, and others in the music education process and continually seek opportunities to build partnerships with them.</p>	
<p>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.</p> <p>Collaboration with Families</p> <p>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.</p> <p>Accomplished music teachers recognize the unique opportunity that their programs can provide for parents to interact with the school. They invite parents to participate in a range of different roles, from seekers of resources to costumers to accompanists. They are aware that some of their students’ families might include members who, as music professionals themselves, can serve as valuable instructional resources to the program, and they seek opportunities to involve them in their program.</p> <p>Collaboration with Colleagues</p> <p>Accomplished music teachers understand that involvement with peers is a means of improving their own effectiveness as educators. They collaborate with colleagues to</p>	

expand their knowledge of young people, deepen their understanding of how their field relates to others, and contribute to the knowledge and skills of other teachers and the improvement of school programs. Teachers initiate informal discussions with other music educators, observe them at work, and invite them to observe their teaching. They collaborate effectively with classroom teachers, other music or arts teachers, and teachers of other disciplines in designing and leading instructional experiences for students. They also serve as collaborative team members—either as part of instructional groups or as part of planning and decision-making units. They act as mentors to new teachers, sharing resources, teaching techniques, and ideas.

Accomplished music teachers work collaboratively with colleagues at other levels to ensure continuity of music curriculum and instruction. They invite their colleagues to perform for their classes or talk to the students about music topics, including technology and careers. They seek partnerships with colleges and universities to give students exposure to advanced-level musical training.

Collaboration with the Community and Others

Accomplished music teachers know that their communities offer invaluable resources for their music programs and are able to work effectively in cooperation with the musicians, music organizations, and music institutions in the community and the region. When feasible, they use the skills and resources of those groups and others to enrich and enhance the school music program and their curriculum. They might call on native speakers of languages other than English, for example, to enrich lessons with their language expertise or with information or experiences from their cultural backgrounds that are relevant to the music being studied.

Accomplished music teachers collaborate with professional musicians in their community, inviting them to share their expertise with students in a variety of ways. Some might take their students on field trips to concerts or rehearsals in the community, listening libraries, or recording studios. Some might ask guest musicians to demonstrate a specific performance technique to groups of students, present a concert for the school community, or collaborate with school-based ensembles from other institutions in a joint concert.

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>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD X: Collaboration and Partnerships</p>	
<p>OVERVIEW: Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning.</p>	
<p>Accomplished physical education teachers recognize the vital role they play as members of extended learning communities. They understand that their responsibilities go beyond the boundaries of their classrooms to include their students, schools, and local communities. Physical education teachers collaborate with colleagues from various disciplines to strengthen instructional programs by fostering a deeper understanding of each subject area’s learning objectives. They seek similar opportunities to support student learning by working closely with administrators, families, and community members.</p> <p>Colleagues</p> <p>Accomplished physical education teachers actively build and promote cooperative relationships with their colleagues. They appreciate the benefits of collaborating with teachers from their schools and districts, both within their subject area and across curricula. They do so to improve their teaching practices and help design curricula that make critical connections between the higher-order thinking skills used in all subject areas. Accomplished teachers support the learning objectives of other disciplines in addition to those of physical education.</p> <p>Working with other physical education teachers, accomplished teachers strengthen instruction within their classrooms and across their schools. They learn from the practice of other teachers and serve as mentors in turn. For instance, a physical education teacher may invite another accomplished teacher to observe a class, provide feedback, and help improve the effectiveness of a lesson. Physical education teachers are committed to improving their teaching and engaging their colleagues in discussions about professional issues. For example, two teachers may have a discussion about their students’ lack of focus that leads to a collaborative project with their principal; to create a more productive learning environment, the group may develop a schedule in which students run or walk for 15 minutes at the start of each</p>	

day. Accomplished teachers work in association with their colleagues, eliciting their support and creating inventive strategies to enhance student learning.

By designing team teaching opportunities and establishing mutually supportive partnerships with colleagues throughout their schools, accomplished teachers integrate other disciplines within the instruction of physical education. For example, a physical education teacher and a family and consumer science teacher may work together to develop a joint unit on nutrition and fitness; students could then gain hands-on experience preparing foods that fit within nutritional goals they design as part of a comprehensive wellness plan. A physical education teacher and an English language arts teacher may plan a unit on a work of literature that supports learning objectives from both disciplines, such as a psychological study of characters in *A River Runs Through It* and an examination of the skills and discipline required in fly fishing, an activity that the main characters love and share. Accomplished physical education teachers partner with colleagues in many academic areas to create compelling learning experiences for their students.

Participating in schoolwide and districtwide initiatives, accomplished physical education teachers help identify students who require support in meeting instructional objectives. For example, a physical education teacher who recognizes that a student struggling in class has difficulty processing information may refer the student for evaluation by a student assistance team; the teacher would then work closely with the team to design an educational plan and establish yearlong goals that meet the student’s individual needs. Physical education teachers are committed to the success of all students and provide valuable input during the development of individualized plans.

Accomplished physical education teachers serve as resources for colleagues from other disciplines while working with school staff to design and implement plans that encourage physical activity and healthy lifestyles. For example, a physical education teacher, an administrator, and other teachers may collaborate to create a brief student-led stretching activity that is broadcast every morning over a loudspeaker, podcast, or video for all members of the school. Physical education teachers work innovatively with other educators to improve the overall educational experience of their students. They are actively engaged in groups that guide the promotion of physical activity and wellness within their schools and communities. For example, a teacher who is serving on a district health and wellness committee may use the data collected from a survey about the consumption of high-fructose drinks and snacks to provide members of learning communities with healthier drinks and more nutritious food options. Accomplished teachers work cooperatively with colleagues and administrators in a variety of settings to create discernible outcomes that enhance student wellness.

Families and Communities

Accomplished teachers know that healthy, physically active children will likely

become healthy, physically active adults and that personal wellness represents an issue of growing concern on a local and national level. Teachers go beyond the confines of their schools to participate in activities that promote enthusiasm for healthy lifestyles among families and within their communities. For example, a physical education teacher may offer a chance for students and parents to observe or participate in a class at a local Pilates center during the school’s wellness week. Teachers develop advocates for physical education by providing family and community members with opportunities to become involved in their physical education programs. Through discussions and events, teachers serve in a public relations capacity by skillfully and effectively communicating the benefits of physical education.

Understanding that active, engaged, and informed families create networks that support vital, effective physical education programs, accomplished teachers solicit the assistance of families as partners in the physical education of their children. For example, a teacher may encourage family input in the educational process during candid conversations and provide parents with opportunities to evaluate program effectiveness on a regular basis. Physical education teachers recognize that families have experiences and insights that can enrich the quality of their children’s education. For instance, in a school where obesity is prevalent, a teacher may invite a parent who is a cardiologist to discuss how nutritional choices, exercise, and weight management can improve overall health; the parent might display models of healthy and diseased hearts as well to ensure that students understand the significance of their wellness choices. This kind of collaboration demonstrates respect and understanding for the knowledge that families have. Interaction with families and an awareness of their cultures, as well as their prior experiences with physical education, provide teachers with insight on the expectations and aspirations that parents have for their children. Accomplished teachers communicate the benefits of physical education to parents and elicit ideas about their children’s interests. Partnerships with families help physical education teachers motivate their students and spark interests that extend beyond the school.

Accomplished teachers work with local community members to show them the important role that an effective physical education program can play as well as the valuable benefits it offers. Teachers reach out to their communities, involving local residents and their resources in physical education programs to ensure that these programs represent common needs and interests. For example, a teacher may contact the local parks and recreation staff to lead a presentation on the proper use of community resources, or the teacher may guide students through a site visit for a hands-on educational experience about how to maintain local trails. Physical education teachers seek support for their programs through government agencies, as well as universities, businesses, and funding agencies. A teacher may thus contact a local college to obtain volunteers for an Olympic-themed day; the teacher may also gain ribbons, medals, and refreshments from a local trophy business and procure additional funding from a local health and wellness agency to buy sports equipment.

Accomplished teachers recognize that partnerships like these enrich the quality of their students' physical education.

Conclusion

As members of large learning communities, accomplished physical education teachers recognize the importance of collaborating with colleagues, families, and community members. They cultivate these relationships to augment their programs and heighten student learning. Accomplished physical education teachers are committed to serving as leaders within their schools and communities, and they enthusiastically promote personal wellness and quality educational experiences for their students.

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

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD VII: Collaboration with Family and Community</p>	
<p>OVERVIEW: Accomplished school counselors work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. They are knowledgeable of the community and community resources, and they utilize available resources to make appropriate referrals based on the needs of students.</p>	
<p>In their role as liaisons connecting the student’s school life to the life at home and in the community, accomplished school counselors work extensively with the entire school community, including families, agencies, businesses, and industries. School counselors maintain contacts with a variety of community resources through collaboration with and referrals to and from the school community. By joining forces with people vitally concerned with education, school counselors provide for the academic, career, and personal/social development of students.</p> <p>Collaboration with Families</p> <p>Accomplished school counselors know that families are among the strongest allies in the development of students. Involvement with families helps school counselors learn about students’ backgrounds as well as parental expectations and aspirations. School counselors encourage families to become a part of school life by including them in discussions and plans for students’ academic, career, and personal/social development. They effectively communicate with families about students’ accomplishments, successes, and needs for improvement, including plans for attaining higher goals. School counselors help students and families make academic and career plans by acquiring and sharing knowledge about institutions of higher learning, vocational/training programs, and occupational outlooks.</p> <p>Accomplished school counselors know that relationships between the school and families need to be congenial and productive. To achieve this goal, they facilitate communication between parents and school staff. School counselors seek common ground and attempt to build understandings that will serve the best interests of the student and the school. They also work to educate parents on key issues that affect student learning. For example, school counselors may conduct discussions with parent groups on such topics as student developmental stages, discipline strategies, communication skills between parent and child and between parents and the school,</p>	

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and the influence of technology in assisting the academic success of students. (See Standard VIII—Informational Resources and Technology.)

Collaboration with the Community

Accomplished school counselors have excellent knowledge of the resources available to students in the community, and they use their interpersonal skills and their ability to work within a system to coordinate and integrate community resources with the school program. When needs arise, school counselors can refer students and their families to community and governmental entities, such as health care providers, child protection agencies, extended day programs, service organizations, tutoring programs, shelters, and public library services. They work collaboratively with colleges

and universities to nurture students’ academic development through programs such as summer institutes. They have contacts with a variety of community members who can assist students of all ages in obtaining knowledge about volunteer programs and the world of work. They know how the work of legislative policymakers affects the schools, and they are willing to step into policymaking positions in order to participate in educational reforms that will benefit all children. School counselors are able and willing to use their strong communication skills and knowledge of students and the educational process to serve as consultants and resources to educate the public on school issues. They are able to coordinate and collaborate with various community programs for the timely delivery of services to students, families, and schools.

Accomplished school counselors use advisory councils to maintain family and community relations as well as to obtain input regarding the delivery and management of the school counseling program. They recognize that the functions of the advisory council may vary depending on the size of the school counseling program, the length of time the program has been in existence, needs of the community, and other factors. Accomplished school counselors provide the data and analysis needed for advisory council members to provide support, input, and recommendations for program development and improvements.

Accomplished school counselors recognize that the school is only one of several service providers that can affect a student’s life. School counselors may serve on multi-agency teams aimed at protecting children or promoting children’s well-being. In the role of liaison to other service providers, the school counselor contributes to strengthening the community while creating a nurturing environment for students.

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

<p>SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VI: Family and Community Partnerships</p>	
<p>OVERVIEW: Accomplished science teachers establish productive interactions and successful partnerships with families and communities to enhance student learning.</p>	
<p>Introduction</p> <p>Accomplished science teachers understand that interactions and partnerships with families, community members, and other stakeholders are critical to the mission of teaching science. Teachers realize that it is their responsibility to ensure that all of these interactions are focused on students’ best interests, and they also understand that the contexts in which they teach help to determine the kinds of relationships they need to establish.</p> <p>When establishing partnerships, accomplished science teachers tailor their efforts to the developmental level of their students, the type of curriculum they teach, the nature of the school, and the community they work in. Teachers are diligent and creative, overcoming challenges to communication and collaboration. Accomplished teachers understand that interactions and partnerships should not exist merely for the sake of existing. Partnerships must be deliberate and purposeful, and those who collaborate must do so with the goal of benefitting students in clear and definite ways. Accomplished teachers see their students’ families and the community as an extension of the school, and teachers take advantage of local resources to bolster the curriculum and foster student learning.</p> <p>Partnerships with Families</p> <p>Accomplished science teachers involve families in thoughtful and productive ways, creating partnerships that are ongoing, consistent, and constructive. Teachers realize that the expectations and actions of families have a huge impact on the educational success of students. Teachers respect the fact that parents can often provide valuable insights into the effectiveness of various instructional approaches with particular students. Teachers acknowledge that all parents have high aspirations for their children and that these aspirations may differ from teacher aspirations. For example, a science teacher might aspire for his or her students to attend institutes of higher education and pursue careers in science and technology, whereas a parent with a tradition of lobstering might not want his or her children to pursue postsecondary education but might highly value their ability to apply science understandings in order to become successful businesspeople, navigators, and stewards of the ecosystem.</p>	

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Accomplished teachers demonstrate respect for all families and work toward common goals for the students. (See Standard I—Understanding Students and Standard V—Learning Environment.)

Accomplished science teachers actively approach students’ families. Teachers make it clear that they envision school-family communication as a two-way street; teachers venture into the community as well as inviting families into the school. Early in the academic year, teachers solicit the support of parents and other adult caregivers for the science program. Teachers are receptive and welcoming in their attitude; they seek information from parents and guardians about children’s strengths, interests, preferences, learning goals, and home lives. They also anticipate parents’ concerns. Teachers employ a variety of communication tools, including telephone calls, emails, and social networking tools in order to include as many families as possible. Accomplished teachers are sensitive to the fact that for cultural and personal reasons, some families may not welcome interaction with teachers.

Accomplished science teachers provide information to families about the school science program’s learning goals, content, instructional and assessment practices, expectations, and opportunities. They suggest actions that families can take to help students’ growth in science understanding. For example, a teacher might point out that families can be helpful by providing a quiet place and a set time for homework and encouraging their students to observe and analyze everyday natural phenomena. From time to time, accomplished teachers may design an intriguing science activity with an eye toward involving the whole family.

Accomplished science teachers encourage parents and guardians to stay involved throughout the school year, and they give parents opportunities to do so. This approach may solidify the teacher-parent-student partnership. Accomplished teachers further this partnership in many ways. Parents and guardians are invited into the classroom during school and after school to participate in science activities. Accomplished teachers organize opportunities for families to volunteer to support the school and students. Accomplished teachers make efforts to schedule events at different times of the day and on different days of the week in order to help families who have complex, busy schedules become part of the school community.

Accomplished science teachers actively seek ways to disseminate information about the science program by learning what methods work most effectively in their community. Accomplished teachers might partner with media outlets and invite them to report on school science activities. Teachers encourage parents and guardians to participate in discourse about science education.

Accomplished science teachers and family members partner to help students become aware of the career opportunities that exist in science and science-related fields. Teachers and parents can work together to identify the many fields that are connected to science, such as agriculture, nursing, welding, plumbing, cosmetology, electric utility construction and maintenance, and medical and laboratory technology. Family-teacher

partnerships can reveal the many ways in which science impacts daily life in areas such as nutrition, health, gardening, lighting, and heating costs.

Partnerships with the Community

Accomplished science teachers forge productive relationships with a variety of community entities, leaders, and organizations. Accomplished science teachers realize that the concept of community is complex. A community may refer to a physical location or to a group of people who identify with each other. Some students and teachers may live in neighborhoods close to the school and identify with a single political and cultural entity associated with one place. Other students may live in neighborhoods distant from a county or regional school. Some students may identify with communities of faith; immigrant communities; the lesbian, gay, bisexual, and transgender community; or other self-identified groups. Different layers and types of communities intersect and sometimes have opposing values, and accomplished teachers address multiple aspects of community interaction in their practice.

Accomplished science teachers educate local businesses and community groups about the science program. They draw on the expertise of local scientists and of those who apply scientific knowledge in their professions, such as plumbers, painters, horticulturalists, farmers, and veterinarians. They encourage students to communicate about science with their neighbors, employers, or government representatives. When possible, accomplished teachers encourage and create opportunities for students to show science relevancy to everyday experiences within the community. For example, teachers and students might organize a meeting to encourage or publicize recycling opportunities or the storage and disposal of toxic waste in the community, remaining sensitive to community attitudes in relation to these issues. Alternatively, students might help analyze the quality of a local stream or might count buds or butterflies to monitor local populations. Teachers understand that participating in such activities can enhance students’ sense of connection to their community.

Accomplished science teachers realize that having students interact with members of the scientific community—whether face-to-face or virtually—can be a powerful educational tool. Students who do so can develop a greater understanding of the nature of science, develop deeper scientific understandings, and see the parallels between what they do in the classroom and what professional scientists do in their working lives. Students can become more aware of postsecondary and career opportunities available to them, and members of traditionally underrepresented populations in the field of science can interact with role models from varied backgrounds. Students can also perceive that scientists have both social and personal lives.

Accomplished science teachers identify and partner with businesses (including agricultural, industrial, manufacturing, and medical facilities), individuals with scientific expertise, organizations such as the local branch of an engineering association or a community service organization, and institutions such as zoos and museums. These

partnerships can fund science learning, provide instructional resources, and give students opportunities to connect with communities. Regardless of whether their schools are located in rural areas, small towns, or large cities, accomplished science teachers seek available partnerships.

When it is possible and appropriate to do so, accomplished science teachers connect their students to science departments of colleges and universities. Teachers identify higher education partners, including scientists and science educators. Teachers might arrange for these academic professionals to visit the classroom, share materials with students, or perhaps even involve students in their research. If such face-to-face involvement is not possible or practical, teachers might establish online communication between students and faculty. Teachers understand that forging these types of personal connections can be mutually beneficial. Students can visualize themselves as capable of participating in science and can expand their understandings and skills. Academic professionals can sometimes benefit from having students contribute to their research. For example, students could gather weather data using satellite imagery and provide that feedback to an academic partner.

As global communication becomes more available, accomplished science teachers realize how this resource can connect students to engaging learning opportunities beyond their immediate context. Teachers use a variety of low- and high-technology communication systems to connect their students with other science students, scientists, science professionals, science educators, and other people whose experiences or circumstances can reveal important issues related to science. For example, students might communicate with scientists who are conducting research on the rainforest canopy.

Accomplished science teachers know that it is very empowering when students who have spent many years in a school system can demonstrate what they have learned to others. A teacher might establish a program in which older students teach younger students what they know about natural phenomena in order to foster the interest of the younger students. High school and middle school students might showcase science projects to the community during an open house. Finally, an accomplished teacher might organize summer enrichment programs for students from the community in order to instill a passion for science and to provide an opportunity for scientific explorations.

Accomplished science teachers are conscious of their membership in the community. They are aware of their obligation to give back to the community and to foster in their students a similar sense of responsibility. Teachers encourage their students to actively participate in the world beyond the classroom and help them find appropriate ways to help their neighbors. Accomplished teachers set an example of community participation and involve their students in science-related activities that have an altruistic motive—for example, volunteering at a regional hospital to help in the blood testing laboratory or interning at the local Environmental Protection Administration office to help measure pollen counts.

Diversity, Fairness, Equity and Ethics

Accomplished science teachers seek diverse community partnerships. One reason they do so is to help students perceive that science is contributed to and practiced in all cultures and by many types of people—both those who resemble the students and those who are very different.

Accomplished teachers are aware that the diversity and complexity of families affect students’ academic performance. As appropriate, accomplished teachers familiarize themselves with students’ backgrounds and obtain information through various sources. Accomplished teachers gain additional knowledge about diverse cultures from community representatives or additional sources of information. Accomplished teachers use this information to develop and strengthen their partnerships to enhance student learning. (See Standard I—Understanding Students, Standard V—Learning Environment, and Standard VII—Advancing Professionalism.)

Accomplished teachers treat families with sensitivity, respect, and understanding, realizing that families’ prior experiences with school often frame their expectations and attitudes. Teachers create opportunities for science learning for families through thoughtful communication.

Timely response and active outreach are hallmarks of accomplished science teachers’ communication with families, regardless of any sociocultural disconnects that may exist, such as language issues. When families do not speak English, teachers make every effort to have materials translated into the families’ first languages, or teachers communicate through a translator. When families cannot read, teachers arrange for a meeting at the school or a home visit to communicate important information orally, if this is possible. If the school lacks the resources to make the desired translations, accomplished teachers are resourceful in conveying the essence of their messages, for example by using pictures.

Accomplished teachers understand that community partnerships expand student understanding and the learning of science. Teachers make a conscious effort to ensure that all students are given equitable opportunities to participate in activities such as internships, and they carefully match students and partners.

Accomplished science teachers respect the need for ethical and professional behavior. Science teachers use personal information about students, such as their medical history, for professional reasons, such as ensuring student safety in the science laboratory. At the same time, teachers take proactive measures to ensure the confidentiality of such information. Accomplished science teachers take care to obtain parental permission for activities outside of normal classroom routines. Accomplished teachers take sociocultural factors into consideration when planning science partnerships and community interactions for students.

Before establishing research partnerships between the school and the community, accomplished science teachers present lessons addressing the ethical guidelines that students must observe. In addition, teachers screen all information that students will receive and activities that they will be involved in for age-appropriateness and sociocultural suitability.

Reflective Practices

Accomplished science teachers reflect on the process of establishing partnerships with families and on the ways these partnerships strengthen the relationship between home and school. Teachers are mindful that these interactions take time to develop, and they are vigilant about keeping track of what they have done to move the process forward. Through reflection, teachers recognize successful methods of partnering and consider how they can expand their efforts. They also consider situations that have not met with success and contemplate alternatives.

Accomplished science teachers reflect on ways they can involve their students with the community in order to provide authentic, real-world experiences with science. Teachers realize that they need to spend a lot of time and effort recruiting outside community members. Accomplished teachers analyze all of the community connections they have made in the past and consider ways to foster those partnerships in the future.

Accomplished science teachers reflect to ensure that they have established relationships with professionals in science that represent a wide diversity of cultures, genders, and backgrounds. They continually think about ways to inspire students to see themselves in scientific careers, and they reflect on additional opportunities that might better connect all students with the scientific community.

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.

Accomplished science teachers find ways to involve their students in reflecting on how community interactions and partnerships can benefit students. Methods for obtaining this information include interest inventories, intentional classroom conversations, and journaling. Teachers seek input and insights from their students to better focus these partnerships on students’ needs. Accomplished science teachers also find ways to involve community partners in reflecting on how community interactions and partnerships benefit student learning. Accomplished teachers continually reflect on ways to improve the process of identifying new partnerships and strengthening existing ones.

<p>Accomplished teachers reflect on how they consistently address diversity, fairness, equity, and ethics when establishing interactions and partnerships. Teachers also reflect on how student engagement and learning may be enhanced when community partnerships incorporate a high degree of diversity. Accomplished teachers continually reflect on ways to better serve all student populations by better incorporating diversity, fairness, equity, and ethics throughout all school-family and school-community partnerships.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Science Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-SCIENCE.pdf>

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Collaboration is included throughout the World Languages (EAYA) Standards. Sections from the following standards are included:</p> <p>STANDARD I: Knowing Students STANDARD VI: Learning Environments: Classrooms and Communities STANDARD VII: Professional Growth</p>	
<p>OVERVIEW: (Standard VI) Accomplished social studies–history teachers actively create and cultivate safe and dynamic learning environments characterized by respectful peer interactions, facilitation of multiple perspectives, and collaborative partnerships with families and with students’ greater communities.</p>	
<p><i>From Standard I: Knowing Students</i> Knowing Families and the Community</p> <p>Accomplished teachers recognize that to know students well is to know and collaborate with their families and communities. Teachers not only get to know individual family members and caregivers of their students but also examine the larger communities and cultures within which students function. When students come from backgrounds where the nature of education and the role of teachers differ from those of the school, teachers provide clear information regarding expectations and how students can succeed in the classroom and school setting. Teachers look for opportunities to orient students’ families to the school, and they help them connect to and become comfortable with the classroom and the larger educational community. For example, teachers may reach out to families by making positive telephone calls, using a third-party language line or interpreter, meeting at nontraditional and neutral sites such as community centers, or partnering with other teachers for a meet-and-greet dinner or dessert social event.</p> <p>Accomplished teachers assist families by serving as advocates for students within the school. For example, they discuss with students course selection and consequences of such decisions, including the importance of planning for the next level of education. Families are central to students’ learning and success, and teachers strive for ways to partner with them. Teachers know which families need special assistance in functioning and communicating within the educational environment, and teachers seek resources to bridge barriers through use of interpreters, translated reports, and other adaptations.</p>	

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Accomplished teachers know students, their families, and the nature of their communities and are articulate and proactive in educating them about curriculum and instructional practices. This knowledge is especially important if potentially controversial topics are studied. For example, in a community that tends to be homogeneous in terms of religion, teachers may explain to students and families that the purpose of studying other religions is not to influence beliefs but to recognize factors that influence history, cultural practices, or politics in world regions. Teachers recognize the school and community in which they teach can sometimes determine which topics might be considered controversial. They respect that students may enter the classroom with particular views shaped in part by their families or communities. Without making students feel threatened in their beliefs, teachers examine with students the value of considering multiple perspectives on controversial topics. For example, teachers might encourage students to analyze a variety of perceptions and consequences of economic inequality, environmental regulation, alternative family structures, or other social issues.

***From Standard VI: Learning Environments: Classroom and Communities
Enhancing Learning through Family and Community Connections***

Accomplished teachers value the distinctive roles family and community partners play in creating a supportive learning environment and continually seek opportunities to build strong partnerships with them. Teachers realize learning does not end at the classroom door, and they use resources within their local communities. For example, representatives from a local planning agency may visit a social studies–history classroom to share maps and aerial photographs of the town or region and explain how they are used.

Accomplished teachers respect how the diversity and contributions of students’ families influence learning environments. Teachers see collaboration with families as an essential tool in providing students with the support and motivation they need to be successful. Teachers also recognize that students grow up not only in classrooms, but also in communities, and teachers view the neighborhoods and communities that surround the school and students’ homes as powerful opportunities for learning. In addition, teachers recognize how global communities—including affinity groups that extend beyond local neighborhoods—influence students. Teachers actively seek to develop opportunities for students to study the dynamics and history of these various communities, as students are taught to value, analyze, and perhaps see in renewed ways how their lives and those of their neighbors are intertwined with the larger history and fabric of the social world.

Accomplished teachers create clear lines of communication with families and encourage involvement in students’ learning. Teachers use technology, as appropriate, to communicate with families. Teachers welcome family participation in school activities and take the initiative in inviting families to become active in the

school community. Teachers strive to make their classrooms and the school a welcoming environment. Teachers know their role with families is more than providing information. Consequently, they signal clearly through supportive words and actions the importance of families and communities as partners in their children’s education. Teachers create a sense of community between the school and students’ outside environments and make clear the mutual interest they share with families in seeing students succeed. Teachers offer families suggestions on how to help their children develop good study habits and skills, complete homework, set goals, and improve performance.

Accomplished teachers know learning can be extended outside the classroom. They recognize that students are more engaged when learning is based on authentic situations in which students have a vested interest. Teachers lead students in purposeful research into social issues that affect them, the school, or the community in order to develop solutions that can be presented to appropriate audiences for possible action. Teachers may facilitate partnerships between students and community organizations, service groups, or government entities. These interactions can be as valuable as—or even more valuable than—lessons taught during the school day. Teachers know authentic learning helps to develop students academically and socially.

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.

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>WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>Collaboration is included throughout the World Languages (EAYA) Standards. Sections from the following standards are included:</p> <p>STANDARD I: Knowledge of Students STANDARD IX: Professionalism</p>	
<p>OVERVIEW: (Standard IX) 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><i>From Standard I: Knowledge of Students</i> Forming Constructive Relationships with Students and their Families</p> <p>Accomplished teachers believe that students bring to class a wide variety of skills, talents, and abilities that serve as a basis for the educational process. Teachers use their students’ curiosity, eagerness, and energy as assets to enhance language and cultural learning, and to provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability. Teachers take advantage of interests that commonly bond young people, such as popular culture, music, and sports. Teachers are aware that personalizing the language experience helps students, because most students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain—which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers—strengthens students’ cognitive abilities, cultural understanding, and linguistic proficiency.</p> <p>Accomplished teachers know that understanding the social development of young people is often key to motivating them to learn. Teachers are concerned with their students’ self-confidence, aspirations, goals, and development of character. Teachers are also alert to transformations in students’ social development as they enter adolescence and to changes in relationships with peers and adults. Practically everything about the learner is relevant to language instruction; the relationships that teachers build with their students not only support student learning and development, but also provide teachers with opportunities to identify and</p>	

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<p>understand important aspects of students’ characters, interests, and talents.</p> <p>Accomplished teachers are aware that exigencies of family structure frequently affect academic performance. Thus, teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Teachers know that active, involved, and informed families create a network that supports vital, effective language programs. Teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Accomplished teachers treat families with respect and understanding, realizing that parents’ prior experiences with language instruction often frame their expectations of and attitudes toward the education of their children. Involvement with families offers teachers opportunities to gain insight into parents’ expectations and aspirations for their children. Teachers communicate with parents about their children’s accomplishments, successes, and needs for improvement, as well as ways to attain higher goals. Teachers elicit parents’ ideas about their children’s interests and ways to motivate them. Teachers respond thoughtfully and thoroughly to parents’ concerns.</p> <p>Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct communications, such as presentations at meetings with parent organizations, telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Teachers might initiate student-led conferences in which students select work from their portfolios to share with their parents and then discuss with their parents their personal goals, motivations, and achievements. Such efforts motivate students to take responsibility for their learning, help them define and understand their progress, and encourage parents’ increased involvement in student learning. Accomplished teachers can use family resources to assist instruction or lead special activities by inviting, for instance, a parent who is a restaurateur to demonstrate an authentic recipe to students, or by asking a parent who speaks the target language to assist in publishing the class newsletter. Teachers might enlist families as partners through student exchanges in hosting students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction. Such partnerships help teachers instill in students an interest in language learning that extends beyond school settings.</p> <p><i>From Standard IX: Professionalism</i> Professional Communities</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>	
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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.

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 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.

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>