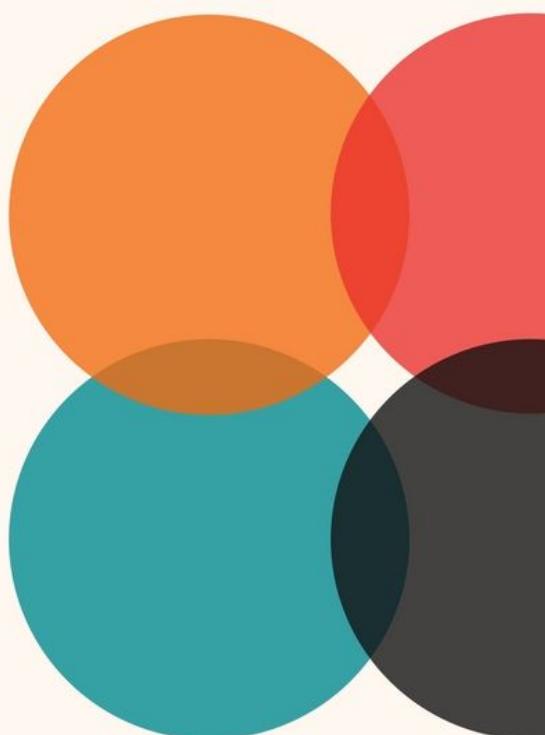


For each subject area, National Board Standards are developed by outstanding educators in that field who draw upon their expertise, research on best practices, and feedback from their professional peers and the education community. Once adopted by National Board's teacher-led Board of Directors, these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

STUDY STANDARDS **Equity**

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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 III: Equity and Diversity	
OVERVIEW: Accomplished art teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn to accept and value others.	
<p>Teachers dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender based stereotypes dissipate, and as the philosophy of inclusion becomes the norm in visual arts education. Promoting fairness and equity is particularly important to visual arts educators. Their subject area places them in situations in which students of diverse backgrounds have many opportunities to interact as they work together to meet common goals. Therefore, accomplished art teachers approach issues of diversity proactively to promote equality and to ensure that their students—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic status, age, religion, ability, personal appearance, sexual orientation, or gender—receive equal opportunities to select, design, enjoy, and benefit from a variety of art education experiences.</p> <p>From a societal perspective, accomplished art teachers know that today's adolescents face more obstacles and challenges as they approach adulthood than once was the case. Not only are large numbers of youth being raised in poverty, but also many students live in neighborhoods confronted by violence and must grapple daily with the vicissitudes of hunger, substandard housing, and limited access to health care. Many students of accomplished teachers go home to physically secure settings but lack adequate or appropriate adult supervision in their lives. Teachers understand that across the socioeconomic spectrum, drugs and alcohol have become readily available to teens, sexually transmitted diseases a mortal threat, teen pregnancy a social problem, and suicide the leading cause of death in this age group. In inner cities, rural areas, and suburbs alike, schools and teachers are being asked to provide more nurturing, guidance, support, and services to the nation's youth than ever before.</p> <p>Considering the diverse contexts in which students live, accomplished teachers are committed to understanding and applying principles of equity, strength through diversity, and fairness. They foster the development and participation of all their students and understand that art, by its nature, encompasses diverse subject matter that builds on the unique characteristics of each learner. They infuse their teaching with examples and perspectives representing a broad range of cultures and backgrounds, and they actively encourage the participation of all students in art learning.</p>	

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Teachers know that each of their students is an individual learner and that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experiences. They view the many forms of diversity their students exhibit—language backgrounds, cultures, ethnicities, household incomes, religious affiliations, physical or mental conditions, literacy experiences, and so on—as opportunities for creating a rich environment, successful social interactions, and meaningful learning. They are committed to providing all students with the help they need to progress as artists and as inquisitive, informed, responsible human beings. Teachers encourage the development of each individual’s abilities. They further understand that such growth is best supported by a collaborative learning community where all students participate fully in a comprehensive art curriculum.

Teachers Value and Respect Diversity among Students

Teachers have welcoming attitudes and are eager to work with each of their students. They understand the many ways in which students distinguish themselves from their peers, and they respond appropriately with strategies that will not only advance student learning but also help improve understanding among teachers and students. They recognize the special challenges and complexities of all students—from those in early adolescence, who are acutely aware of gender differences and seeking approval of peer groups, to young adults, who are yearning to be independent and investigating career options.

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. Although teachers recognize the importance of encouraging, supporting, and affirming the work of students and their accompanying sense of self-worth, they also understand that students develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks. Consistent classroom procedures and protocol, established with the involvement of students, assist teachers in their efforts to teach students important life skills. Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which students acquire and show self-confidence. (See Standard II—Knowledge of Students as Learners.)

Teachers are sensitive to their students as cultural beings. They know how culture affects the way students learn and that young people of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. They are particularly sensitive to and knowledgeable about family values and cultural mores that affect the attitudes of students toward art. Teachers know that students might behave differently because of their cultural experiences. Teachers work hard to include all students and to show that individual contributions are valuable and that each person is respected.

Teachers Make Connections to the Cultures of Communities

Teachers understand the importance of respecting cultural values and norms that students bring to the classroom from home. (See Standard IX—Collaborations with Colleagues, Schools, Families, and Communities.) They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetics. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic and constantly evolving. Including artists of both genders, they teach using artwork, materials, and processes that come from a range of traditions and from various ethnicities and cultures. (See Standard VII—Instructional Resources and Technology.) In interpreting visual resources, teachers help students compare and contrast the art they view in class with art they are familiar with in their everyday lives, thereby recognizing and validating similarities and differences. Teachers also call attention to the use of alternative materials and processes and the way that art can be expressed differently in various cultures. Further, teachers help students investigate the different functions, purposes, and roles that art plays in their own communities. They know that sometimes authentic objects that are made for specific ritual or ceremonial functions in one society might be perceived as objects of art or teaching tools by those outside the culture. In helping students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect for the customs of others.

Teachers are familiar with the cultures of their communities, and they understand the potential impact of their art programs outside of school. Some students might have extensive experience visiting museums; others might have working artists in their families; still others might have had little or no exposure to the arts.

Accomplished teachers research concepts and topics they wish to explore with their students to make sure the learning experiences selected are authentic to the traditions of the culture being considered and relevant to students. When accomplished teachers work in areas where a single culture is represented, they strive to introduce students to art of many cultures across time and place. They understand that spiritual and religious themes have been key authentic factors in art throughout history and are vigilant in their efforts to honor the beliefs and values of diverse cultures, as well as the contexts in which these works were originally found. They guard against exploitation or trivialization of authentic traditions.

Art in its many manifestations fulfills significant roles and different purposes in daily life in all communities. Accomplished teachers connect with and build on valued community traditions. Not only do they accept and embrace the cultures of their students, but they also value and celebrate the richness that diversity brings to the classroom. They understand that whereas most students identify with their own backgrounds, some may separate themselves from family traditions, adopt the characteristics or practices of another group, or wish to have no recognizable culture. Teachers involve parents and other caregivers as resources in sharing the art, artifacts, and cultural traditions of families. In this way and others, teachers

promote understanding of and respect for diversity. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers Guard against Bias and Stereotypes

Accomplished art teachers firmly believe that students are entitled to be proud of their cultural heritage and personal identities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those elements become integral parts of the exploration of the world of art and human experience, serving as sources of strength and dynamism for the learning community. Fairness and respect for individuals permeate the instructional practices of accomplished teachers.

Accomplished teachers consider the effects of their own cultural backgrounds, biases, values, and personal experiences on their teaching. They also recognize and acknowledge their own cultural perspectives and personal aesthetics and know how these factors might affect their interactions with students. They are aware of their own philosophical filters and take these into account when dealing with students whose backgrounds, beliefs, or values are significantly different from their own. They seek to achieve mutual understanding and treat each student fairly and with honor, dignity, and respect.

Accomplished teachers are alert to stereotypical, racist, sexist, and ethnocentric content in written resources, works of art, current events and in the play, language, and social interactions of students. They know that stereotypical thinking and prejudicial behavior are, in part, the result of a lack of understanding of individual differences and commonalities. They understand the demeaning nature of such thinking and behavior, hold high standards and expectations for all students, and capitalize on the unique qualities of students at every opportunity.

Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. They select learning experiences and approaches to instruction that ensure equitable participation by females and males. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self-worth of students. (See Standard VII—Instructional Resources and Technology.) They understand the various stereotypes that may exist in relation to art, artists, learning in art, and art careers. They effectively dispel such misconceptions by engaging students in rich art learning experiences that connect meaningfully to other subject areas and to real life.

Accomplished teachers recognize the power of art to serve as a great equalizer, engaging diverse students and providing collaborative support while maximizing the strengths of individuals. They use their understanding of human development to design instruction that is challenging, involves attainable goals, and fosters the natural desire of students to understand their environment and develop

competence. Teachers know that as students recognize their increasing achievement in various areas, their sense of self-worth usually grows stronger.

Teachers Foster Equity

Teachers value and foster equity in their classrooms. The manner in which art educators establish a climate of fairness is planned and purposeful. (See Standard V— Curriculum and Instruction.) They encourage all students to participate in learning experiences in ways that are instructionally sound for them as individual learners. Teachers frequently arrange students in heterogeneous small groups to facilitate interactions among pupils from different backgrounds. They allocate instructional resources, including one-on-one attention, fairly. They vary their strategies for encouraging students to be self-reliant problem solvers, sometimes providing peer tutoring and interaction in place of teacher intervention. Teachers recognize that the needs of students differ dramatically and that the most equitable distribution of support and resources is not necessarily the one that is arithmetically equal.

Accomplished teachers work to ensure that all students have equal access to the art curriculum, including opportunities for advanced study. They are proactive in working to ensure that the visual arts are considered part of the school's core curriculum, not merely a peripheral subject that may be elected at the discretion of students and parents or assigned by counselors to facilitate scheduling conflicts. Teachers understand that participation in art study should not be withheld from students who need extra time for learning in other content areas. Because of their knowledge of human development, teachers understand the interrelated development of cognition and visualization. Further, they comprehend the integral importance of visual thinking and learning in all areas of the school curriculum. They work as a team with other members of the instructional staff to make interdisciplinary connections to art and promote the art program throughout the school. Recognizing the potential negative impact of limited instructional time—especially in the middle grades—accomplished teachers actively work to promote student participation in art and encourage their schools and communities to provide equitable access to substantive, sequential art education across grade levels. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) In addition, accomplished teachers advocate for comprehensive programs of study in the visual arts and sequences of courses that provide multiple options. Such programs might prepare students for admission into creative and performing arts high schools, serve as vocational or technical preparation, provide honors or advanced placement courses for gifted or advanced students, or fulfill interests in avocational study. Regardless of the type of program, accomplished teachers help students understand how the visual arts are an essential component of life and lifelong learning.

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 III: Equity and Diversity	
<p>OVERVIEW: Accomplished teachers are committed to the celebration of diversity, practice equity and fairness, and use the multicultural content of art to promote opportunities to learn tolerance and acceptance of others.</p>	
<p>Accomplished teachers are committed to understanding and applying principles of equity, strength through diversity, and fairness. They foster the development and participation of all their students and understand that art, by its nature, encompasses diverse subject matter that builds on the unique characteristics of each learner. They infuse their teaching with examples and perspectives representing a broad range of cultures and backgrounds, and they actively encourage the participation of all students in art learning.</p> <p>Teachers know that each of their students is an individual learner and that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experiences. They view the many forms of diversity manifest in their students—language backgrounds, cultures, ethnicities, household incomes, religious affiliations, physical or mental conditions, literacy experiences, and so on—as opportunities for creating a rich environment, successful social interactions, and meaningful learning. They are committed to providing every student with the help needed to progress as artists and as inquisitive, informed, responsible human beings. Teachers encourage the development of each individual’s abilities. They further understand that such growth is best supported by a collaborative learning community where all students participate fully in a comprehensive art curriculum.</p> <p>Teachers Value and Respect Diversity among Students</p> <p>Teachers have welcoming attitudes and are eager to work with each of their students. They understand the many ways in which students distinguish themselves from their peers, and they respond appropriately with strategies that will not only advance student learning but also help to improve understanding among teachers and students. They recognize the special challenges and complexities of the very young child who is just beginning to interact with peers, the student in middle childhood who is developing a sense of belonging in a group, and the early adolescent who is acutely aware of gender differences and yearning to be independent.</p> <p>Teachers are sensitive to their students as cultural beings. They know how culture impacts the way students learn and that children of different cultures might come to the classroom with prior learning experiences that distinguish them from their peers. Teachers know that students might behave differently because of their</p>	

cultural experiences. Because some cultures hold teachers in such high regard, students raised in those cultures might consider the teacher unapproachable; others might think it disrespectful to make eye contact with the teacher. When the cultural norms in the classroom are different from those at home, accomplished teachers know that students can become confused, anxious, or afraid. Teachers work hard to include all students and to show that individual contributions are valuable and that each person is respected.

Teachers Make Connections to the Cultures of Communities

Teachers understand the importance of respecting cultural values and norms that students bring from home. They know that there are contrasting cultural views of some art concepts and that not all cultures share the same aesthetic. They are sensitive to the cultural mores of their students. They understand that cultures are dynamic, constantly evolving. Including artists of both genders, they teach using artwork, materials, and processes that come from a range of traditions and from various ethnicities, cultures, and languages. (See Standard VI—Instructional Resources and Technology.) In interpreting visual resources, teachers help students compare and contrast the art they view in class to art they are familiar with in their everyday lives, thereby recognizing and validating similarities and differences. Teachers also call attention to the use of alternative materials and processes and the way that art can be expressed differently in various cultures. Furthermore, teachers help students investigate the different functions, purposes, and roles that art plays in their own communities. They know that sometimes authentic objects that are made for specific ritual or ceremonial functions in one society might be perceived as objects of art or teaching tools by those outside the culture. In helping the students examine the roles and purposes of art, artifacts, and artists in diverse cultures, accomplished teachers generate learning experiences that foster respect for various customs across time and place.

Teachers are deeply familiar with the cultures of their communities, and they understand the potential impact of their art programs outside the school. Some students might have extensive experience visiting museums; others might have working artists in their families; still others might have had little or no exposure to the arts. Accomplished teachers research concepts and topics they wish to explore with their students to make sure the learning experiences selected are authentic to the traditions of the culture being considered and relevant to students. Even when accomplished teachers work in areas where a single culture is represented, they strive to introduce students to art of many cultures across time and place. They understand that religion has been a key factor in art throughout history. They are vigilant in their efforts to honor the sacred beliefs and values of diverse cultures and to guard against exploitation or trivialization of authentic traditions.

Art in its many manifestations fulfills significant roles and different purposes in daily life in all communities. Accomplished teachers connect with and build on valued community traditions. Not only do they accept and embrace the cultures of their students, they value and celebrate the richness that diversity brings to the

classroom. They understand that whereas most students identify with their own backgrounds, some may separate themselves from family traditions, adopt the characteristics or practices of another group, or wish to have no recognizable culture. Teachers involve parents and other caregivers as resources in sharing the art, artifacts, and cultural traditions of families. In this way and others, teachers promote understanding of and respect for diversity. (See Standard VIII—Collaboration with Families, Schools, and Communities.)

Teachers Guard against Bias and Stereotypes

Accomplished art teachers firmly believe that students are entitled to be proud of their roots and personal identities. They know that stereotypical thinking and prejudicial behavior are, in part, the result of ignorance of individual differences and commonalities. Therefore, teachers appreciate and build on the diversity and commonalities they find in their classrooms so that those diverse and common elements become integral parts of the exploration of the world of art and human experience and thus serve as sources of strength and dynamism for the learning community. Fairness and respect for individuals permeate the instructional practices of accomplished teachers.

Accomplished teachers consider the effects of their own cultural backgrounds, biases, values, and personal experiences on their teaching. They also recognize and acknowledge their own cultural perspectives and personal aesthetics and know how these factors might affect their interactions with students. They are alert to their own philosophical filters and take these into account when dealing with students whose backgrounds, beliefs, or values are significantly different from their own. They seek to achieve mutual understanding and treat each student fairly and with honor, dignity, and respect.

Accomplished teachers are alert to stereotypes and to racist, sexist, and ethnocentric content in written resources, works of art, and current events and in the play, language, and social interactions of children. They understand the demeaning nature of such content, hold high standards and expectations for all students, and capitalize on students' unique qualities at every opportunity. They use their understanding of child development to design instruction that is challenging, involves attainable goals, and that fosters the natural desire of students to understand their environment and develop competence. Teachers know that as children recognize their increasing achievement in various spheres, their sense of self-worth usually grows stronger.

Accomplished teachers select instructional materials and experiences that promote positive images of people of different races, genders, religions, cultures, and physical and mental abilities. In this way, teachers build, enhance, and support the self-respect, self-confidence, and self-worth of children. (See Standard VI—Instructional Resources and Technology.) They understand various stereotypes that may exist in relation to art, artists, learning in art, and art careers. They effectively

dispel such misconceptions by engaging students in rich art learning experiences that connect meaningfully to other subject areas and to real life.

Teachers serve as models in their enthusiasm for art learning and their commitment to self-discipline, persistence, and hard work. They recognize their ability to encourage, support, and affirm children's work and sense of self-worth.

But

teachers also understand that children develop self-respect as they gain autonomy from adults through problem solving and coping with difficulties and setbacks.

Teachers appreciate and respect differences in the personalities and temperaments of students and the various ways in which children acquire and show self-confidence. (See Standard II—Knowledge of Students as Learners.)

Teachers Foster Equity

Teachers value and foster equity in their classrooms. They encourage all students to participate in learning experiences in ways that are instructionally sound for them as individual learners. Teachers frequently arrange students in heterogeneous small groups to facilitate interactions among pupils from different backgrounds. They allocate instructional resources, including one-on-one attention, fairly. They vary their strategies for encouraging students to be self-reliant problem solvers, sometimes providing peer tutoring and interaction in place of teacher intervention. Teachers recognize that the needs of students differ dramatically and that the most equitable distribution of resources is not necessarily the one that is arithmetically equal.

tribution of resources is not necessarily the one that is arithmetically equal. Accomplished teachers work to ensure that all students have equal access to the art curriculum. They are proactive in working to ensure that the visual arts are considered part of the school's core curriculum, not merely a peripheral subject to be added to or removed from a student's schedule as a reward or a punishment. Teachers understand that participation in art study should not be withheld from students who need extra time for learning in other content areas. Because of their knowledge of human development, teachers understand the interrelated development of cognition and visualization. They furthermore comprehend the integral importance of visual thinking and learning in all areas of the school curriculum. They work as a team with other members of the instructional staff in making interdisciplinary connections to art and promoting the art program throughout the school. Recognizing the negative impact of limited instructional time, accomplished teachers actively work to promote student participation in art and encourage their schools and communities to provide equal art education opportunities for all students.

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>

CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD II: Responding to Equity	
<p>OVERVIEW: Accomplished teachers create learning environments characterized by fairness, equity, and a respect for diversity. They use inclusive teaching practices and advocate to ensure that all students receive a quality career and technical education</p>	
<p>Like workplaces in the world at large, career and technical education (CTE) classrooms and labs are diverse. Accomplished CTE teachers embrace the diversity of their learning environments and educational communities, recognizing the ways in which we are the same and different based on factors such as learning styles, gender, sexual orientation, race, ethnicity, age, national origin, socioeconomic status, culture, and religion. Teachers acknowledge that individuals come to their programs with a wide range of political, philosophical, and ideological beliefs and affiliations. They recognize the broad array of ability levels and background knowledge that students bring to their courses, and they engage groups of students to work together and achieve common goals in this context. Accomplished teachers not only accept and support the diversity in their classrooms—they capitalize on it to enrich and extend their students' learning opportunities.</p> <p>The advantages of working successfully with people who have different perspectives and talents are immense. Accomplished CTE teachers understand the importance of this view and communicate it to students through their words, actions, and attitudes. Instructors strive to ensure that everyone is treated fairly and respectfully in their classrooms and labs, regardless of individual qualities, characteristics, or distinctions. They support the expression of different ideas and incorporate contributions from all students during the planning, management, and completion of work-based projects. Accomplished teachers are deliberate about instructional inclusivity, meeting each student where she or he stands, developing their practices to help each student move forward, and consistently setting high expectations for everyone to share. Instructors continually monitor their learning environments to make sure all students have access to a quality career and technical education and work with students so that they leave CTE programs with a thorough grasp of the behaviors and beliefs likely to bring them satisfaction and success in the world of work. CTE teachers are proactive, dedicated to advancing awareness of and engagement with diversity to create quality educational experiences in programs that welcome and include all students.</p> <p>Accomplished CTE teachers understand that creating open and inviting learning environments free from harassment or bullying is essential to promoting full access to, and retention in, career and technical education. To make sure all students feel valued, respected, and supported in their classrooms and labs, educators create emotionally safe environments in which students are comfortable interacting in every context, whether with their peers or teachers. Instructors achieve this goal by modeling respectful communication, establishing clear expectations and ground</p>	

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rules, and educating students about what does and does not constitute appropriate or acceptable behavior in the learning environment. During course orientations, CTE teachers clearly outline expectations for successful communication while actively engaging students in formulating classroom guidelines linked to workplace practices.

By showing respect for all individuals, valuing their input, and insisting that students treat each other with fairness and dignity, accomplished CTE teachers model and promote the behaviors necessary for citizenship in a multicultural society and success in a globally competitive and increasingly transnational workplace. Teachers know that the attitudes they manifest as they work with students, families, colleagues, community members, and all other stakeholders provide powerful exemplars for their students; therefore, accomplished teachers conscientiously demonstrate the kind of behavior they expect to see in their students. Instructors engage students in conversations about their attitudes and demeanor as well to reinforce the importance of demonstrating consideration for others and to show students the benefits of considering various viewpoints and insights. Accomplished teachers know that for some of their students, being aware of and responding appropriately to diverse people and points of view may be a new experience. CTE instructors are careful to help these students understand the rationale for professional and ethical behavior. Teachers understand that some students may harbor beliefs and biases that are at odds with the attitudes that they, as role models and mentors, are working to develop. Accomplished teachers respond directly to such challenges, emphasizing the value and significance of fairness, equality, and respect in learning environments, communities, and the workplace. Strategies may include one-on-one conversations with students, facilitated class discussions, or learning activities designed to enhance student awareness and understanding. For instance, a business law teacher with students who continually disagree as they prepare for a mock trial might have the students exchange roles as attorneys, judges, and witnesses so they can appreciate the challenges and biases their peers face and use this understanding to modify their behavior and resolve their conflicts going forward. Accomplished teachers draw on a range of possible intervention strategies to address student bias.

Accomplished CTE teachers know that, on occasion, they also come to the learning environment with opinions and unintentional biases based on their experiences. These views can relate to any aspect of diversity, from sexual orientation to personal appearance. For teachers, as for anyone, their perspectives are evident through actions or conveyed implicitly through attitude or demeanor. Accomplished educators come to realize and understand their viewpoints during reflection, when they consider the significance and impact of their interactions with students and other people. As a result of careful rumination, CTE instructors acknowledge their values and beliefs, develop a deeper sense of self-awareness, and strive to ensure that their personal views do not affect student learning adversely. For example, an agriculture teacher presenting a unit on livestock management will set aside his negative view of vegetarian lifestyles so he can create a safe learning environment where differences of opinion may be discussed respectfully. Instances of bias are not always so explicit and can be more covert. So, for instance, a female interior design

teacher who spends more time evaluating the plans submitted by female students because she unconsciously assumes they are more creative than their male counterparts may be surprised when she sees promise in the work of a male student; after discovering her gender bias and analyzing it further, the instructor could then alter her approach to ensure she reviews her students more fairly in the future. While uncomfortable at times, accomplished teachers accept and confront their own biases, making appropriate changes in their practice to support student success.

To support the implementation of equitable and inclusive teaching practices, accomplished CTE teachers regularly review their instructional materials for bias as well. They work to ensure that teaching materials do not perpetuate racial, ethnic, cultural, socioeconomic, or gender stereotypes and confirm that the materials are accessible to, and inclusive of, all their students. For example, a natural resources teacher who recognizes that a textbook does not present enough examples of women working in the field may supplement the curriculum with lessons targeting women's significant professional contributions. Similarly, a family and consumer science instructor who teaches culinary arts may encourage student input while planning labs so students can learn about the cultural and ethnic backgrounds of their classmates through their native cuisine. When developing lesson plans, accomplished CTE teachers consider how they can make instruction as responsive to the needs and interests of their students as possible. They take into account the composition of students within their learning environments so they can design lessons that address diversity in strong and meaningful ways. For instance, a public administration instructor who teaches in a classroom with a large number of Hispanic students might supplement a text by U.S. Supreme Court justice Thurgood Marshall with a speech by César Chavez to begin adding more voices to a discussion of civil rights. Techniques like this one help accomplished educators increase the positive impact of their teaching on students.

Accomplished CTE teachers regularly expose their students to people, cultures, and situations that might be new to them and help students develop comfort and ease interacting with individuals in these settings. Teachers utilize a number of strategies to meet this objective, such as including role models from diverse groups when inviting guest speakers and instructors to their classrooms. So, for example, an automotive technology teacher might intentionally bring in a female auto technician to lead a unit on the maintenance of hybrid cars. CTE instructors provide their students with the opportunities they require as individuals to strengthen their interpersonal skills, develop communication techniques, and build confidence collaborating with various people in the workplace. Teachers deliberately change student groupings as well so students experience the full diversity of skills, beliefs, aptitudes, and attitudes inherent within classrooms and labs. Instructors pay close attention to how interactions change when students work with each other and may have groups confront workplace problems during role-playing exercises, or in the midst of project work, so students can learn conflict resolution skills. Accomplished teachers know that students who work collaboratively stand a far greater chance of succeeding in the global marketplace, and they have students practice the skills they need to work on diverse teams. In all these ways, CTE teachers help their students

distinguish between attitudes and behaviors likely to engender disruption or dissent in the workplace and those likely to bring success and satisfaction.

Accomplished CTE teachers not only show their students the professional benefits of working on teams with different groups of people, but also instruct their students in the social imperative of respecting workplace diversity. Teachers help students understand the laws and policies that protect individuals from discrimination, harassment, and bullying. CTE instructors are aware that some students may misunderstand or have strong feelings about such regulations and that others may already have direct experience in these areas. In these instances, teachers help students expand their knowledge base and make informed decisions by sharing additional information as appropriate. For example, a CTE teacher may highlight issues related to harassment and bullying covered in the media and explain school and classroom policies in light of these realities. Accomplished CTE instructors provide their students with opportunities to discuss the ways that laws, policies, and societal expectations related to diversity may affect their lives.

The use of equitable and inclusive teaching practices allows accomplished CTE instructors to address diversity in a straightforward and constructive manner that benefits everyone in the learning environment. When students understand the challenges and rewards that diversity brings, they are more likely to feel comfortable and confident contributing to the educational experience they share with others. Building an awareness of diversity issues allows students to function better in the workplace and helps them develop emotional intelligence that will enrich their professional and personal lives.

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>

ENGLISH AS A NEW LANGUAGE (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD II: Knowledge of Culture and Diversity	
<p>OVERVIEW: Accomplished teachers of English language learners model and build respect and appreciation for cultural diversity, demonstrating to their students and others that students can succeed academically while maintaining their cultural identities.</p>	
<p>Appreciation of cultural diversity, knowledge about the characteristics of particular cultures, and development of instructional strategies useful in teaching across cultures are all rooted in understanding one's own culture and culture in general. Accomplished teachers of English language learners know that learning a new language implies understanding a new culture. Teachers understand the connections between a student's cultural identity and academic success. Teachers understand that just as students learn to function in school and society, teachers and their colleagues also learn to establish culturally responsive classrooms and schools. Teachers take an additive approach to culture. They teach students about the cultures of the United States while supporting the students' home cultures. Accomplished teachers critically reflect on their own assumptions and biases to meet the needs of all students. Teachers work with school staff and community members to identify, examine, and respond to the causes of discrimination, prejudice, inequity, and injustice. They collaborate with colleagues and community members to work toward creating school environments in which students of all backgrounds are valued and receive the support, guidance, and instruction to succeed academically and in society.</p> <p>Knowledge and Understanding of Culture and Diversity</p> <p>Accomplished teachers of English language learners realize that acquiring an understanding of students' cultures is a continuous process. Teachers know that culture includes the beliefs, behaviors, values, and traditions that are socially constructed, negotiated, and shared among a group. They understand that the term encompasses notions of ethnicity, racial identity, family structure, language, socioeconomic status, and religious and political views. Teachers include students' families and communities among the resources they consult to expand their knowledge about the personal, social, and educational backgrounds of their students. By doing so, teachers construct an understanding of cultural contexts and identities that transcends simplistic or stereotypical portrayals.</p>	

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Teachers recognize that students who share the same country of origin might, in reality, represent widely diverse experiences resulting from regional differences or socioeconomic factors. Familiarizing themselves with students' lives outside school contexts enables teachers to build bridges between students' home cultures and school experiences.

Accomplished teachers understand that students represent widely divergent cultural backgrounds that cannot be tied to simple geographic locations. Some students from war-torn countries have adopted the cultural norms and behaviors of refugee camps where they have lived; some students from industrialized urban areas have acquired the cultural norms of multilingual friends; some from regions alongside other countries have lived in communities that largely follow the customs and beliefs of bordering nations and have developed bi-national identities that enable them to move seamlessly between neighboring cultures.

Accomplished teachers demonstrate sensitivity toward the cultural practices and perspectives of their students. Teachers realize that many things most commonly identified as culturally characteristic, such as traditional foods, clothing, and popular music, are often surface-level manifestations of deeper attributes of a group's cultural identity. These might include values regarding what is most important, beliefs about what is right or appropriate, and attitudes toward the world and others in it. Teachers recognize certain values as universal, such as parents' desire for their children's success, and they realize that cultural groups vary in how they enact these core values. Teachers interpret student behaviors in terms of underlying cultural characteristics and help others outside the students' cultural groups understand and appreciate diverse cultural viewpoints and experiences.

Culturally Responsive Learning Environments

Accomplished teachers recognize that the presence of students from diverse cultures presents opportunities that can enrich learning activities and serve as a framework for academic success. Teachers capitalize on the cultural experiences their students bring to school. In a lesson on test-taking skills, for example, teachers might invite students to share techniques they used to prepare for tests in their homelands, such as working in study teams. Teachers incorporate students' diverse perspectives into their instructional decisions. Teachers know when students who are practicing Muslims observe Ramadan through fasting, for instance, and encourage colleagues to accommodate students with specific needs during this holy period. Appropriate accommodations might include providing a space away from the cafeteria during lunch, or refraining from scheduling important tests or physically demanding activities late in the afternoon, when these students who will not eat or drink before sunset are tired and hungry. Such culturally responsive approaches to instructional design and implementation honor the cultural knowledge and experiences of English language learners and can validate their own and other cultures.

Accomplished teachers of English language learners understand the need for explicit instruction of cultural behaviors associated with academic settings in the United States. For example, teachers instruct students on how to express opinions verbally in group settings as well as in writing. Teachers might offer students opportunities to uphold their viewpoints with peers or have students practice expressing opinions in small groups by providing students with sentence stems that present the language structure of argumentative discourse. Teachers encourage students who are reluctant to share their ideas. Teachers also teach conversational skills by instructing students in culturally sensitive ways to take turns, to adjust their voice volume to particular contexts, and to speak directly to listeners. While instructing students in cultural behaviors required for students' academic success in school, teachers support the maintenance and development of communication skills that students may use in their communities and at home.

Accomplished teachers recognize that students' interactions can result in their integration or marginalization in school, and that some students may withdraw from participating in classroom activities such as literature circles or demonstrate signs of alienation. Accomplished teachers understand the effects of such marginalization on students' abilities to gain English language proficiency and to learn cultural behaviors and conventions for specific situations, so they use a range of strategies to engage all students. Teachers might model appropriate behaviors explicitly, provide detailed explanations about their use, and seek curricula for teaching them. Teachers might provide students opportunities for immediate success by helping them understand and communicate using a variety of discourse styles in the classroom, thus increasing their abilities to succeed in the larger society.

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Accomplished teachers help students adjust to and participate in school by facilitating positive academic experiences. Teachers know that students new to this country may have prior educational experiences that differ markedly from those of their peers born in the United States, and they respond thoughtfully to individual students' needs. For example, some students may be perplexed by the opportunity to choose an individual project or participate actively at a learning station. Teachers ensure that instructional activities demonstrate understanding toward students'

cultural beliefs and practices. When grouping students for cooperative assignments, for instance, teachers honor students' cultural identities. For example, teachers may allow young girls from Saudi Arabia who may prefer and work more effectively with female partners to complete a project together.

Student Advocacy

Accomplished teachers use a range of activities to welcome newcomers and help them succeed in school and society. For example, teachers might seek assistance for students who feel isolated or depressed or consult with community resource personnel about effective ways to ease students' transition to life in the United States. Teachers might arrange for students to receive instruction in their primary languages when possible, assign classroom partners to help students adjust to school, build support systems for students and their families, or develop and deliver instruction specially designed for new students.

As advocates for English language learners, accomplished teachers work to make school culture inclusive and reflective of culturally diverse groups. Teachers might collaborate with colleagues to provide families with resources such as bilingual dictionaries or activity calendars that reflect the school's linguistic and cultural diversity. They might also promote celebrations that emphasize the community's ethnic and cultural traditions, oversee the creation of a multilingual telephone menu, assist in the development of a school Web site that includes the languages of their students, or help design multilingual signs and information resources. Teachers might work with curriculum committees to embed authentic multicultural literature into the curriculum. Through such efforts, teachers enhance their students' awareness of and appreciation for the richness of their own cultures and those of their peers.

Accomplished teachers understand that cultures are dynamic and that the cultural identities of their students are fluid and complex. English language learners may not necessarily identify with the culture of family members, with the culture of their home countries, or with any cultural group in the United States. Teachers realize that many students and their families are undergoing significant life changes that can affect students' ability to focus on school. A secondary student whose family immigrated to the United States several years prior to the student's arrival, for instance, may have difficulty adjusting to family, school, and community cultures while simultaneously adjusting to learning a new language. Accomplished teachers could form support groups to provide assistance to students and their families in such situations.

Accomplished teachers value the significance and implications of unique cultural beliefs and practices, including school and community cultures in the United States, and they thoughtfully guide students and their families as they attempt to interpret new experiences and succeed in the United States. Teachers may sometimes

assume the role of cultural mediator, as students learn about and participate in a new culture notably different from their own. Teachers know that students may face choices between honoring the values, beliefs, or behaviors of their home cultures and adopting those of the school or of their new community.

Accomplished teachers assist students as they navigate the cultural complexities of a society that uses racial labeling and categorization. Some English language learners are confused, for instance, when they discover they are considered European by some government entities because they were born in Spain, but Hispanic by other agencies because their parents are Chilean. Teachers recognize that such methods of identification may confuse recently arrived students unaccustomed to such practices, and teachers provide them appropriate guidance and support. When students fill out demographic information prior to taking standardized tests, for instance, teachers might acquaint students with ethnic and racial categories they are likely to encounter.

Accomplished teachers also acknowledge that some English language learners may confront unwelcoming attitudes from students who do not understand their cultural identities or experiences. Newly arrived students, for example, may not fit in with other students from the same country who have lived in the United States for several years because the new students dress, act, or speak differently. As a result, teachers provide students who are in a period of cultural adjustment with assistance in comprehending and coping with the multilingual and multicultural realities of their lives. Furthermore, teachers work with staff and students to promote understanding about such processes and to establish school environments that value and support students.

Accomplished teachers recognize and attempt to avoid cultural bias in their curriculum, instruction, and assessment. They do not assume, for example, that all students are familiar with iconic stories of Americana, such as "The Itsy Bitsy Spider" at the early childhood level, George Washington and the cherry tree at the elementary level, or Paul Revere's ride at the secondary level. Instead, they explicitly teach any requisite background information and, whenever possible, draw on students' prior knowledge and experiences to assist learning. Teachers work collaboratively with colleagues to increase awareness of cultural bias within content-area curricula. Teachers may participate in textbook review committees, for example, to examine cultural biases in proposed textbooks.

Reflection

Accomplished teachers develop a deep knowledge and understanding of culture as both a target of student learning and a factor affecting student learning. Teachers are alert to their own philosophical, cultural, and experiential biases and take these into account when working with students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers analyze issues of culture in their school environments to ensure opportunities for students to learn about and

function in a new culture while maintaining their own culture. Teachers also critically reflect on possible biases in their instructional materials and classroom management strategies and act upon this reflection to promote student learning.

Note: At the time of publication, federal government entities use the term Hispanic to describe all Spanish Speaking populations regardless of origin.

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

ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD II: Fairness, Equity, and Diversity	
<p>OVERVIEW: Accomplished English language arts teachers practice fairness and equity because of their commitment to the acceptance and appreciation of others. Accomplished teachers use a variety of strategies and materials to address disparities among students and provide meaningful learning opportunities that meet the diverse needs of all learners.</p>	
<p>Accomplished English language arts teachers understand the principles of fairness, equity, and diversity, and they effectively apply these principles, along with their knowledge of students, in their classrooms. As stewards for the interests of students, accomplished teachers are vigilant in ensuring that all receive an adequate share of attention. Accomplished teachers recognize their own biases and do not allow them to negatively interfere in their decisions.</p> <p>Accomplished English language arts teachers uphold fairness and equity in their daily interactions with students. Teachers understand that fairness refers to acting with clarity and consistency and providing each student with the support the student needs to be successful. Teachers who apply fairness are careful to counter potential inequity and avoid favoritism. In the classrooms of accomplished English language arts teachers, attention to equity is central. Teachers understand that equity requires a deep commitment to justice. Accomplished teachers do not treat all students alike, for similar treatment is not necessarily equivalent to equitable education. Equity is brought to bear in the way that teachers create instructional settings that promote rigorous learning for all students.</p> <p>Accomplished English language arts teachers understand and value the diversity of their students. Teachers understand that a commitment to diversity involves the appreciation of each student's cultural, linguistic, religious, regional, and ethnic heritage; family configuration; socioeconomic status; sexual orientation; gender; body image; physical and cognitive exceptionalities; prior learning and literacy experiences; learning style; political views; and personal interests, needs, and goals. Teachers reflect on their use of the knowledge of diverse cultures and contexts to enrich instruction and to help students learn about different cultures within their schools, their communities, and the world.</p> <p>Accomplished English language arts teachers understand that ensuring fairness, equity, and diversity is not a simple proposition. To ensure these principles, teachers must have an appreciation of human differences and an understanding of how best to respond to them. Hence, accomplished teachers employ what is known about</p>	

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effective and ineffective practice with diverse groups of students, and they strive to learn more about how best to accommodate differences. Accomplished teachers understand that for the learning environment to be a good place for some students to learn in, it must be a good place for all students to learn in.

Creating a Learning Environment that Promotes Fairness, Equity, and Diversity

Accomplished English language arts teachers create a learning environment characterized by acceptance, inclusion, and appreciation for what each individual brings. Accomplished teachers have welcoming attitudes and are eager to work with each of their students. They model dispositions and actions that encourage fairness, equity, and respect for diversity, and they build their students' capacities to support and value one another's ideas, contributions, and accomplishments. Accomplished teachers encourage dialogue so that all voices are honored and heard. For example, teachers might use Socratic circles to illuminate and explore differing perspectives on texts, embracing both agreement and respectful disagreement as pathways for generating new ideas. Accomplished teachers understand that by modeling how to express and navigate different viewpoints, they can help students develop tolerance and conflict-resolution skills that will help them now and in the future.

Accomplished English language arts teachers proactively address issues of diversity to promote equity and ensure that all students receive equal opportunities to learn and advance. Accomplished teachers foster in their students respect for and appreciation of others, regardless of personal and academic differences. Accomplished teachers provide students with opportunities to read and view texts that are representative of human diversity in order to explore the scope of humanity, the people they want to become, and the people they do not want to become. Teachers appreciate and respect differences in the personalities and temperaments of students and realize that the backgrounds of students in a single classroom invariably include a tremendous wealth and variety of human experience. (See Standard I—Knowledge of Students.)

Accomplished English language arts teachers advocate for voices that are silent or not present in the classroom. Teachers try to minimize the expression of bias and stereotypes in online environments as well as in school, and when they encounter bias in any forum, they rally against it. By challenging bias, teachers inspire students to do the same. Accomplished teachers firmly believe that students are entitled to be proud of their roots and personal identities. Teachers are committed to social justice, empowering early adolescents and young adults to start to take control of their own lives and decisions rather than relying on others.

Accomplished English language arts teachers are proactive about respecting and valuing identity, personality, and culture. They uncover and address the prejudices and stereotypes that often lead to misunderstanding, bullying, discrimination, dehumanization, and violence. Accomplished teachers recognize the different forms, scopes, and contexts that insensitivity can take and guard against all of them, from the subtle to the extreme. When they become aware of hostile dispositions among their students, teachers work diligently to address, neutralize, or eliminate them where

possible, using a multitude of available resources. Accomplished teachers recognize that addressing these overt and covert attitudes and behaviors is essential to preserving a safe learning environment.

Accomplished English language arts teachers understand the importance of respecting the cultural values and norms that students bring from home. They involve parents and other caregivers in sharing the traditions of families as one way of promoting students' understanding of and respect for diversity. Accomplished teachers realize that students' identities are fluid from day to day, and that students grapple with cultural patterns of behavior, societal norms, peer expectations, and developmental stages. Teachers realize that as students work to discover how all these influences intersect, they may embrace, emphasize, reject, and question various aspects of their cultural backgrounds and identities. (See Standard I—Knowledge of Students and Standard XI—Collaboration.)

Accomplished English language arts teachers prepare students to be global citizens by creating a learning environment that acquaints students with cultures beyond their community. Teachers recognize that many of today's students will be working in careers that currently do not exist and in social contexts that have not yet evolved. Therefore, teachers provide opportunities for students to gain an awareness of the complexities of emerging issues and differing perspectives at local, national, and international levels. Teachers help students celebrate the diversity of the human condition, connect with others, and adapt to a world that is constantly changing.

Adapting Instruction as a Means of Establishing Fairness and Equity

Accomplished English language arts teachers understand that the equitable treatment of students may sometimes involve treating students differently. To be fair and equitable, teachers must know their students' needs and consider each student individually. This consideration means that teachers play to their students' strengths and provide extra support when needed, allowing students differentiated opportunities to demonstrate their knowledge and skills. Accomplished teachers deliberately seek out paths that will provide insights into their students' learning styles, interests, and experiences, and then they connect this information to their instructional decision making. Teachers sensitively frame the way they approach a lesson, a piece of literature, or a classroom discussion using detailed knowledge of students' diverse outlooks and backgrounds.

Accomplished English language arts teachers recognize that students come to the classroom with prior experiences and perspectives that both differentiate them from and connect them with their peers. Accomplished teachers are well attuned to this variety and guide students to create classroom norms that address, accept, and celebrate these differences and similarities. Moreover, accomplished teachers understand the many ways students seek to distinguish themselves from their peers. They monitor and respond appropriately with strategies that will not only advance student learning, but also improve understanding among students and foster a shared sense of community.

Accomplished English language arts teachers are committed to providing every student with the help needed to progress as an inquisitive, informed, responsible, creative, and literate human being. Teachers understand that such growth is best supported by a collaborative learning community in which all students participate fully in a comprehensive curriculum; therefore, teachers vary their approaches for reaching all students. For example, an accomplished teacher might provide peer tutoring, provide students with an opportunity to work with a computer program, or group students within small, heterogeneous groups to address a specific need. Teachers monitor the progress of group work, ensuring that each student in a group is accorded respect and that all have a fair chance to participate in appropriate ways.

Accomplished English language arts teachers advocate for a high-quality, challenging education for all students, including those for whom English is a new language and students who belong to groups that lack access to rich, robust, and relevant curriculum and materials. Accomplished teachers look for ways to meet all students' needs and raise achievement levels. Teachers acknowledge the existence of the achievement gap and seek ways to accelerate students' academic growth. They are aware of the specialized attention that some students need, and they modify their instruction and assessments accordingly. Accomplished teachers are proponents within their classrooms and in larger contexts for the inclusion and success of all students; therefore, they ensure that students who are at the proficient and advanced levels are challenged just as students who are striving toward proficiency are supported. (See Standard X—Assessment and Standard XII—Advocacy.)

Accomplished English language arts teachers are attuned to the special characteristics of students with physical or learning disabilities, or exceptional cognitive, social, emotional, or linguistic needs. Teachers select and use appropriate instructional resources, including assistive technologies, and they modify the physical layout of the learning environment as needed. Accomplished teachers allocate instructional resources, including one-on-one attention, according to the unique needs of each student. Teachers may arrange students with exceptionalities in small, heterogeneous groups to facilitate interactions among pupils from different backgrounds and of different ability levels.

Accomplished English language arts teachers help students appreciate varying forms of language and learn how to appropriately select and use different forms based on the communicator's purpose, audience, and context. Teachers recognize that no form of communication is politically neutral; they acknowledge the issues of power related to what society values as legitimate communication. Accomplished teachers understand that although Standard American English is a gatekeeper to many benefits of society, other forms of language usage have value in the classroom community. Accomplished teachers are aware of the ways in which language reflects cultural diversity, and they capitalize on the richness of language that students bring to class and to texts to heighten students' sensitivities to issues of culture. (See Standard VIII—Language Study.)

Identifying and Implementing Resources for Fairness, Equity, and Diversity

Accomplished English language arts teachers seek out a blend of resources, opportunities, and activities that will enhance and celebrate cultural differences. Teachers want all students to see themselves, others like them, and those different from them in literary selections. Accomplished teachers use student diversity as a powerful resource to strengthen the classroom community, accelerate student success, and facilitate student acceptance of differences.

Accomplished English language arts teachers use a wide variety of resources to promote opportunities for their students to learn appreciation and acceptance of others. Teachers use their content knowledge to select fiction and nonfiction texts that allow students both to see themselves in selected texts and to expand their awareness of the world around them. Regardless of the demographics of the classroom, accomplished teachers strive to introduce students to texts of many cultures. Using texts drawn from a range of traditions and examples that are inclusive of both genders and of many ethnicities, cultures, and languages, teachers provide students with new lenses through which they can view the host of ethical and moral issues that authors portray through their visions of the world. With carefully selected texts, teachers help students investigate the different functions, purposes, and roles that literacy plays in their own communities and in various cultures. Accomplished English language arts teachers ensure that the texts and learning experiences they select are authentic to the traditions and beliefs of the cultures described. To ensure authenticity, teachers consult current literature, experts among their colleagues and the community, their students, students' families, and other reliable sources. They conduct a dialogue with their students in which similarities and differences are discussed, and common ground is found. Accomplished teachers help students understand the political, social, and cultural contexts of works that were created in distant times or places; teachers also help students evaluate the relevance of these texts in the here and now. (See Standard V—Reading and Viewing and Standard VII—Speaking and Listening.)

Accomplished English language arts teachers understand the importance of developing students' skills with technology to equip them for the needs of an ever-changing global society. Teachers also recognize the potential of technology to enhance students' ability in the realm of creative problem solving. Therefore, accomplished teachers help ensure fair and equitable access to technology in their classes and within the school, whenever possible. Regardless of students' immediate circumstances, accomplished teachers help their students become aware of the possibilities for the use of technology to advance their education.

Accomplished English language arts teachers use technology to support instruction. Teachers collaborate with specialists and advocate for the use of technology to support English language arts learning of all students, including students with exceptionalities and English language learners. An accomplished teacher might show respect for a student's innate disposition by encouraging a reticent student to

participate in an online class discussion as an alternative to speaking aloud in class. Teachers are aware of any disparities that may exist among their students concerning their prior experiences with technology and their access to technology at home and school. Teachers take limitations regarding access into consideration when making assignments, and, when possible, they develop creative solutions to help compensate for a lack of access to technology.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in ensuring equity. They monitor their own preconceptions and actions for the effects that their cultural backgrounds, biases, values, temperaments, and personal experiences have on their teaching. They recognize and acknowledge their aesthetic preferences and philosophical outlooks. They understand how their beliefs and predispositions may affect their interactions with students whose backgrounds, beliefs, values, learning styles, or personalities are significantly different from their own. Teachers make sure that fairness and respect for individuals permeate all aspects of their instructional practice. For example, teachers may exchange students' papers with other teachers or cover student names to safeguard against unfair biases in scoring. Teachers seek to achieve mutual understanding with students, and they treat each student fairly and with honor, dignity, and respect.

Accomplished English language arts teachers review evidence to determine the extent to which fairness, equity, and diversity are part of the learning environment. Teachers consider ways in which they organize instruction and interact with students to promote fairness, equity, and diversity, and they also reflect about how they increase the awareness and practice of these principles among their students. Accomplished teachers seek out the reasons students do or do not succeed, which may stem from issues related to fairness, equity, and diversity. For example, a student may have failed to hand in an essay assignment because he did not have access to the necessary library materials for research. An accomplished teacher would ensure that all students have access to materials needed to complete an assignment. Accomplished teachers also monitor whether their students are becoming more considerate of divergent opinions and more accepting of others. For example, accomplished teachers might examine patterns of classroom discussion to determine the degree to which students are listening to one another and otherwise behaving in ways that show openness to the contributions of their classmates.

Accomplished English language arts teachers critically examine their instruction on a regular basis to increase their knowledge, expand their skills, and adjust their practice on behalf of fairness, equity, and diversity. Accomplished teachers are innovative and take risks to enrich students' cultural understandings to help students reflect on their experiences. Accomplished teachers are lifelong learners; they engage in professional reading experiences, learning communities, blogs, networks, workshops, or classes to build their capacity to work with diverse students. When possible, they contribute professional writing and presentations about fairness, equity, and diversity. Teachers

understand that cultures are dynamic and constantly evolving; therefore, teachers never consider their own cultural learning complete.	
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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>

EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD III: Diversity STANDARD VI: Communication (part of)	
<p>OVERVIEW: Accomplished teachers of students with exceptional needs create an environment in which equitable treatment, fairness, and respect for diversity are modeled, taught, and practiced by all, and they take steps to ensure access to quality learning opportunities for all students.</p>	
<p>The populations served by teachers of students with exceptional needs are diverse across many dimensions. Accomplished teachers ensure that all students—regardless of their exceptionality, race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, or gender—receive equal opportunities to participate in, enjoy, and benefit from needed services, instructional activities, learning experiences, and resources. In all settings where students receive services, teachers insist that all individuals are treated with fairness and respect. These teachers comprehend the challenges faced by many of their students who, because of their exceptionalities, may be excluded from opportunities available to other students. Accomplished teachers know the range of inequities that keep students from meaningful access to quality programs and services and are committed to making such programs available to all.</p> <p>Teachers Create Environments in which Equity, Fairness, and Diversity Are Modeled, Taught, and Practiced</p> <p>By showing respect for and valuing all members of their communities and having high expectations that their students will treat one another fairly and with dignity, exceptional needs teachers model and promote the behavior necessary for a diverse society. They know that the attitudes they display as they work with students, families, colleagues, community members, and others who support the learning process provide powerful models for students. As a result, they conscientiously demonstrate in their own behaviors the kind of behavior they expect from students and others.</p> <p>Accomplished teachers create learning environments that value the dignity and worth of each individual. To help all students feel welcome as active contributors, teachers design instruction, materials, and curricula that reflect the diversity of learners and illuminate their significance in teaching and learning experiences. Native language and multicultural materials, for example, allow English language learners to see themselves represented culturally and linguistically. Sensitive to the complexities involved in treating each student equitably, teachers make sure that all pupils receive appropriate attention and that their assessments of student progress</p>	

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offer multiple avenues for success. The broad range of characteristics, backgrounds, and developmental levels among students with exceptionalities provides accomplished teachers the opportunity to raise awareness among their students of how to respond to others different from themselves and how to honor others' strengths and abilities. Teachers actively and positively challenge those who express inappropriate perspectives on others, teaching the importance of equality, fairness, and respect. (See Standard VIII—Curriculum and Instruction and Standard IX—Learning Environment.)

Within all contexts where students are served, teachers appreciate the importance of helping others understand the nature and complexity of students with exceptionalities. Certain students, for instance, might be presumed to choose not to work to their potential, when in fact their behavior reflects their particular exceptionality. Teachers work proactively with colleagues who serve these students to communicate a clear understanding of each student's strengths and needs, and to eliminate potential misunderstanding, stereotyping, biases, and discrimination. Teachers have a repertoire of strategies to build others' awareness, sensitivity, acceptance, and appreciation for students with exceptionalities who are members of their classrooms, schools, and communities, and they collaborate with general education teachers and others to implement these strategies. They encourage the selection of instructional materials that depict diverse groups of children and adults with exceptionalities. They seek opportunities to share experiences and deepen mutual understandings of the nature of exceptionalities.

Teachers Respect the Diversity of Families

Accomplished teachers are aware of and responsive to family and cultural issues that affect beliefs, expectations, and norms for behaviors. Teachers understand, for example, that in some families having the student lead an individualized education program meeting may be interpreted as disrespectful or inappropriate by the family because of differences in roles and responsibilities assumed by children from that particular cultural group. Respecting the family's autonomy, teachers use culturally accepted ways of seeking information from families to help determine how to meet students' needs. To provide families access to information useful in designating appropriate services for students and in identifying their rights and responsibilities under the law, teachers secure materials in families' native languages or otherwise ensure that families understand the information being conveyed. Teachers, for example, might use interpreters to assist communication with students and families who are deaf or hard of hearing. (See Standard IV—Family Partnerships.)

Teachers Ensure Access to Quality Learning Experiences Accomplished teachers ensure that all students are appropriately and fairly given access to the high-quality programs and opportunities they need. They make sure that accountability systems incorporate diverse learners with exceptionalities and include appropriate assessments, modifications, and accommodations. A multi-tiered assessment, for example, might enable a teacher to identify students with gifts and talents. Teachers work against barriers that inhibit understanding the whole child. They understand

and are sensitive to cultural, ethnic, gender, economic, and linguistic differences that may be misinterpreted. They know that lack of attention to these factors can lead to inappropriate assessment of students, over- and underidentification of students for special services, and inappropriate placement and instruction. The over-representation of certain groups, for instance, may result in their isolation in restrictive environments. Teachers ask questions, seek the assistance of other professionals, and take actions to ensure the appropriate assessment and identification of students and to improve instructional services for them.

From Standard VI: Communication

From the Section: Teachers Understand Language Acquisition and Development

Teachers are sensitive to cultural influences on communication related to student learning, both academically and socially. They understand that different cultures have different styles of interaction in terms of preferred language or mode of communication, body language, voice tone and intensity, attitudes about personal space, and role perceptions. Furthermore, teachers acknowledge and respect differences in students' life experiences, world views, cultures, mores, and values. Many people who are deaf, for example, regard American Sign Language as an important part of their culture and wish to preserve it for future generations. The teacher of a student from a Mexican background, for example, who alters the student's word choice from graveyard to park in a story about picnicking in a cemetery on *Día de los Muertos* (Day of the Dead) has not honored the student's cultural heritage if this is the way her family observes this holiday.

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/FCYA-FNS.pdf>

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD III: Fostering Equity, Fairness, and Appreciation of Diversity	
<p>OVERVIEW: Accomplished early childhood teachers embrace diversity. They model and nurture treating others with equity, fairness, and dignity.</p>	
<p>Accomplished early childhood generalists are committed to teaching young children in ways that are fair and equitable. They have the knowledge, skills, and dispositions necessary to effectively promote the learning of all children and to address inequities. They model and teach behaviors and dispositions that are essential in a diverse society, and they actively monitor children's behavior to ensure that these skills and dispositions are practiced by all. Accomplished teachers empower children to treat others respectfully and to expect respectful treatment in return. Teachers are fair in their treatment of children and teach children to evaluate the fairness of their own actions. They realize that equitable learning opportunities often require the development of unique accommodations to allow for the full engagement of every learner, and they explain the rationale for such accommodations to children. Accomplished teachers appreciate and respect individual differences and understand the unique needs of each member of the learning community. Teachers view diversity in a community as a benefit that gives community members the opportunity to learn from and about each perspectives of others, and they sensitively guide children to a similar appreciation of diversity.</p>	
<p>Demonstrating Knowledge, Skills, and Dispositions</p> <p>Accomplished early childhood teachers promote fairness, equity, and diversity. They are reflective, and this characteristic enables them to identify and challenge their own assumptions and biases. Their knowledge of human development and learning and their skill as careful observers of young children make them insightful about the diversity in their classroom. Teachers use their knowledge of the unique needs of each child to differentiate instruction in meaningful ways while pursuing the curriculum standards that all children need to achieve. Teachers understand the history of education with respect to the ways in which some learners have been treated inequitably in the past. They recognize that inequalities continue to exist in some learning communities, and they know the areas in which achievement gaps typically develop. They are sensitive to the fact that some communities are still in the healing process from a hurtful past, and they stay abreast of research on diversity issues and apply what they learn in ways that are equitable and effective.</p> <p>Accomplished early childhood generalists have the knowledge, skills, and courage to promote fairness and equity in their classrooms. They adapt learning experiences and approaches to instruction in ways that ensure equitable participation. When</p>	

young learners are given the opportunity to select experiences, teachers ensure that the available choices reflect diversity. For example, teachers might provide a range of different skin-tone crayons in the art center, dolls representing various races in the housekeeping center, or clothing from different cultures in the dramatic play area so that all children can make selections with which they can identify. Teachers confront issues of diversity proactively and ensure that each learner—regardless of race, nationality, ethnic group, primary spoken language, socioeconomic class, age, ability, exceptionalities, sexual orientation, family structure, or gender—has access to equal learning opportunities. For example, a teacher may plan a physical education activity such as a relay race by creating teams that are balanced in terms of gender, skill level, and exceptionality so that all children can participate and feel successful. Teachers skillfully guide children through courageous conversations about socially challenging issues, and they actively challenge prejudice, derogatory comments, and stereotypical perspectives. Accomplished teachers employ their skills beyond the classroom in order to effectively support equitable learning opportunities for children. For example, an accomplished teacher who is aware that a child is not receiving proper nutrition at home might discreetly find ways to provide that child with breakfast or might fill a backpack with food for the weekend. Teachers are adept at working within and beyond their immediate institution to secure resources necessary to ensure the learning of every child.

Accomplished early childhood teachers demonstrate appreciation of diversity as well as concern for fairness and equity. Teachers know that their attitudes provide young children with powerful examples that may have long-term effects, and they deliberately demonstrate the behaviors they wish to instill in children. Teachers empathize with the special pressures and frustrations experienced by some families and children, including those learning English for the first time or those demonstrating exceptionalities. Teachers nurture communities in which all children respect diversity and treat each other fairly.

Ensuring Equity

Accomplished early childhood teachers understand the importance of providing high-quality experiences that promote the learning and development of all young children, especially those whom schools have traditionally under-served. When they observe inequities, teachers take situationally appropriate action to correct them. Equitable access includes providing all children with challenging curricula and linguistically sensitive learning materials, including materials with appropriate gender-neutral terminology; adequate and safe educational facilities; and competent teachers. Accomplished teachers advocate for the timely provision of early interventions and identifications. They also strive for an equitable distribution of educational materials, media, and technologies. They remain sensitive to issues related to differing access to technology and continually work to address digital resource limitations by advocating for children. Teachers serve as a bridge between home, school, and community organizations, including businesses, from which children can gain increased access to developmentally appropriate and culturally responsive supports for learning.

Accomplished early childhood teachers consistently adhere to local, state, and federal policies concerning children with exceptionalities, especially the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA). Teachers build relationships with families and school professionals to gain valuable insights into how individual children develop so they can differentiate learning opportunities, make adaptations to the curriculum, and accommodate the unique social, cognitive, linguistic, physical, and emotional needs of children with exceptional needs. They help children to work toward and achieve learning goals and objectives, and they remain open and flexible so that exceptional needs are met.

Demonstrating Fairness

Accomplished early childhood teachers know that fairness is best served by enhancing each young child's potential to succeed. Teachers are aware not only that each child should contribute according to his or her ability, but also that each young child comes into the educational setting with different and unequal needs. True fairness often involves distributions of resources and time that are unequal. Teachers therefore adapt instruction to meet varying needs while maintaining challenging expectations for all children.

Accomplished early childhood teachers recognize that young children's perspectives on fairness often vary from adults' perspectives. Therefore, teachers not only plan for explicit ways to teach about fairness, but also look for teachable moments in which to model fairness in a safe and caring environment. For example, if a child in the class needs special equipment such as noise-filtering headphones or adaptive seat cushions, an accomplished teacher might allow all classmates to explore or discuss the equipment before allocating it to the child for whom it is intended. Such an approach demonstrates that certain resources should be given to those who need them most, but also allows everyone a degree of participation with a desirable object or experience.

Accomplished early childhood teachers know the importance of establishing a climate of fairness and respect in the classroom. They take active steps towards making such a climate a reality not only by talking about the importance of fairness but also by modeling it to young children, parents, colleagues, and the community. For example, teachers might collaborate with colleagues to offer multiple back-to-school or open-house events so that all family members have the opportunity to attend, regardless of their responsibilities and schedules. Accomplished teachers inform families about the issues of fairness that are being addressed in the classroom so that they have the opportunity to support this learning at home.

Valuing Diversity

Accomplished early childhood generalists recognize and value children's diversity—including the physical, emotional, sociocultural, and cognitive variability of

children—as a dimension that enriches the learning environment. Teachers are articulate about their own culture, show curiosity and respect for other people's history and beliefs, and are aware of their own responses and biases in regard to diversity. They actively investigate the culture and history of children, for example, during a family interview. They explore the school community, seeking out people and resources that will help them understand the values, accomplishments, and mores that form the context in which children grow up. (See Standard II—Partnering with Families and Communities.)

Accomplished early childhood teachers show respect and appreciation for each young child's cultural background. They are careful not to make unchecked assumptions about any child's background, and they research current diversity issues and learn about common misconceptions that may affect the child's learning and success. Teachers demonstrate their appreciation of children's cultural backgrounds by weaving attention to diversity throughout the curriculum and the year through various modes, such as movies, stories, and guests. For example, a teacher might invite a woman from a Muslim community who wears traditional dress to visit the classroom to explain the significance of her garments. By nurturing positive links to each child's background, teachers create a more successful learning environment. They invite children to share their cultures and values through their repertoire of songs, games, dances, or stories. They learn to speak some words and phrases in the languages of children and attend community events of different cultures. They may make home visits to understand the children's backgrounds and to develop relationships with the families.

Accomplished early childhood teachers encourage young children to understand their own ethnicities, for example by interviewing their parents and then bringing related artifacts to the classroom or by relaying oral traditions. Teachers also provide young children with opportunities to become familiar with ethnicities other than those represented in the classroom or the local community. They provide materials or experiences that enable children to gain a global perspective, such as using webcams or pen pals to communicate with a classroom in a different part of the world or attending virtual field trips to understand how the people in another country speak, look, dress, and behave.

Accomplished early childhood teachers build a classroom community that fosters young children's curiosity and respect for other people's history, language, values, beliefs, family structures, cultures, and communities. Teachers are welcoming toward diverse issues and challenging perspectives. They understand that group diversity may cause reactions ranging from curiosity to discomfort among children, and they engage in courageous conversations. They address diversity issues affecting instruction, class management, and children's participation, and they encourage children to celebrate one another's accomplishments within the classroom.

Accomplished early childhood teachers respect differences in families and family structures. They actively learn about children's families to ensure that they can respond appropriately to their particular needs. They understand that their own

values and their style of speaking and interacting, as well as the public purposes of schooling, may be in conflict with some children's family cultures. For example, many early childhood teachers seek to foster children's abilities to make individual choices and to think independently. In some cultures, however, most decisions are made by elders or by group consensus, and children are expected to conform. Parents in such communities may perceive children's efforts to express themselves and make choices as imposing on adult authority. Accomplished teachers communicate with and respond to families in ways that match language and cultural norms in a respectful manner. They use technology to communicate with families when appropriate, but they also use face-to-face communication when possible in order to build rapport.

Accomplished early childhood teachers acknowledge the commonalities that underlie diversity. They know that children from various backgrounds may share many interests, have similar successes and challenges, and are excited by many of the same kinds of learning opportunities. Thus, while teachers capitalize on the diversity among children as an opportunity for learning and for strengthening individual children's self-esteem, they also build upon commonalities to promote classroom cohesiveness and foster attitudes conducive to participating in democratic institutions and a global society.

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

GENERALIST (MC) <i>Middle Childhood</i>	NOTES
STANDARD II: Respect for Diversity	
<p>OVERVIEW: Accomplished teachers respect and comprehend the complex nature of diversity. They provide opportunities for all students to access the knowledge, skills, and understandings they need to become caring and thoughtful participants in a global citizenry.</p>	
<p>Appreciating Diversity</p> <p>Accomplished middle childhood generalists are cognizant of the need to show respect for their students as they teach and model advocacy for the rights of all. In an increasingly pluralistic society, they recognize and value diversity among people of different ages, genders, sexual orientations, physical characteristics, races, ethnicities, cultures, primary languages, origins of birth, socioeconomic status, family configurations, religions, abilities, achievements, and exceptionalities. Teachers address diversity dynamically, as an ongoing learning process, by making a concerted effort to learn about their students' uniqueness through personal interaction with students, families, colleagues, community members, and other individuals.</p> <p>Accomplished teachers understand that diversity provides a meaningful context for teaching and learning. They know that their instructional methods may impact the manner in which their students learn. Because they recognize their power to influence and affirm each student's sense of personal worth, teachers acknowledge their personal biases and consider how these perspectives may affect the learning environment. They strive to be self-aware and reflect on how these insights can be used to increase their students' ability to access learning. Accomplished teachers understand and uphold the belief that all students should be treated with dignity and feel safe to learn in their schools and communities, so they may work with students in various ways to create environments in which bullying is not tolerated. By assisting students in recognizing discrimination, prejudice, and stereotypes, accomplished teachers help students understand and use democratic principles of freedom, justice, and equality. In so doing, they nurture the development of these civic values in their students.</p> <p>Accomplished teachers understand that a learning environment is enriched when students of various cultures, backgrounds, and abilities can see themselves in curricula and work together to achieve common goals. Exposing students to cultures unlike their own and teaching them an understanding of difference prepares students for interactions with groups and cultures with which they are not familiar. Accomplished teachers may thus discuss with their students literature related to different family structures, people with exceptionalities, or social issues such as</p>	

homelessness. An inclusive climate nurtures their students' ability to recognize, acknowledge, and appreciate diversity, setting the stage for effective cross-cultural communication and a comprehensive and global approach to problem solving.

Addressing Diversity

By providing students with opportunities to be familiar with different ethnic and cultural communities, accomplished teachers help students confront personal biases and stereotypes while nurturing a more global awareness. Teachers use pedagogy that is fair and equitable, providing all students with opportunities to experience success in academic and social arenas. They lead students to discover positive personal identities and attitudes regarding differences in themselves and others.

Accomplished teachers demonstrate effective communication skills with a heightened awareness of, and sensitivity for, the members of a diverse learning environment. While appreciating variations in the English language, they strive to demonstrate and develop students' oral proficiency in social and academic English. Furthermore, teachers understand how the context and purpose of learning activities can affect oral and written language. They understand that children with diverse cultural histories may be accustomed to different forms of social interaction and beliefs or modes of communication. For example, grandparents who speak languages other than English may be the primary care givers of children. School expectations of language use may differ from the expectations of culturally diverse students and their families. Middle childhood generalists employ resources that can help them communicate better with families, creating or seeking translations for written communication or acquiring the support of interpreters for oral communication.

Accomplished teachers identify, model, and teach the skills that students need to interact with classmates from different groups in a way that reduces bias, fear, anxiety, and discrimination. They create student groups that stimulate cohesion and reveal similarities between and among classmates to support the improvement of intergroup relations and to facilitate commonalities in the ways students learn. Teachers may stress similarities in values between or among groups to reduce prejudice, for example, by demonstrating how ideals like freedom and charity exist across cultures, ethnicities, and racial groups.

Accomplished teachers understand that required curricula and instructional materials may offer limited viewpoints, and that the study of diverse perspectives can deepen their students' content knowledge while enriching their global understandings. They enable students to explore the value, meaning, and significance of different viewpoints as students analyze subject information. When studying historical events, for example, accomplished teachers might have students write letters from the viewpoints of different participants. During a unit on issues associated with the Gold Rush, students may write personal narratives from the vantage point of those affected, such as miners, ranchers, or native tribes. Teachers understand that the study of diverse viewpoints encourages students to think flexibly as they draw on and apply multiple sources of information to analyze global concerns.

Accomplished teachers actively seek ways for students to bring meaning to their learning. They plan lessons and employ instructional strategies that take into account their students' knowledge, skills, interests, and dispositions. Teachers differentiate instruction and assessment based on these factors, using knowledge of their students as a platform for inquiry. They provide students with opportunities to share information about themselves, and they integrate activities that honor students' cultural practices and beliefs in responsive and innovative ways. When structuring these activities, teachers strive to represent the uniqueness of students' cultural backgrounds while respecting the norms of each culture. For example, because some artifacts may be sacred to a particular population, teachers will choose not to reproduce them in the classroom. Cultural activities provide teachers with insights into the individuality of their students while encouraging the development of empathy, understanding, and personal connections among classmates.

Accomplished teachers also ensure that classroom displays and visual resources such as posters and other instructional materials reflect the diversity of their students and extend their awareness of others. They challenge students to think critically and creatively about these sources of information, asking students to consider how displays may or may not accurately portray students and who they aspire to become. Accomplished teachers encourage students to express their personal feelings and ideas in a sensitive manner that conveys respect for themselves and other individuals.

Recognizing the interconnectedness of the global community, accomplished teachers identify resources available within their communities or through technology to expand their students' understandings of diversity. They may reach out to area colleges, universities, and private agencies for current research and expertise. For example, during a unit on immigration, teachers might contact outside experts as well as local or regional cultural centers. Alternatively, when studying conflict, they might use technology to connect students with primary sources such as civil rights leaders not present in the local community. Accomplished teachers use various sources to provide a more comprehensive perspective on cultural studies in the classroom.

By addressing issues of diversity proactively, accomplished teachers create supportive learning environments in which all students feel safe as individuals. They help students participate in curricular and extra-curricular experiences that nurture positive attitudes and foster productive relationships. Middle childhood generalists know that improving the quality and consistency of student participation in school improves academic performance and increases student engagement in the classroom and the world at large.

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>

HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD VIII: Equity, Fairness, and Diversity	
<p>OVERVIEW: Accomplished health education teachers demonstrate equity and fairness and promote respect and appreciation of diversity.</p>	
<p>All teachers must dedicate themselves to understanding and meeting the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm. The manner in which accomplished health educators establish fairness and mutual respect among all learners is planned and purposeful. Teachers address issues of diversity proactively to promote equity and to ensure that their students—regardless of race, nationality, ethnicity, primary spoken language, socioeconomic status, age, religion, physical and mental ability, sexual orientation, or gender—receive equal and fair opportunities to achieve health literacy by participating in, enjoying, and benefiting from instructional activities and resources.</p> <p>Accomplished teachers of health education know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process set powerful examples for young people; therefore, they conscientiously demonstrate the behaviors they expect from their students. Teachers foster a positive classroom climate arising from mutual respect among all learners. They actively and positively challenge students and colleagues who make derogatory comments, express negative stereotypes, or impose inappropriate perspectives on others. Teachers model and promote their expectations that students will treat one another equitably and with dignity. Fairness and respect for individuals are key to their instructional practice; teachers listen carefully, respond thoughtfully, and present a supportive demeanor that encourages students to express themselves.</p> <p>Accomplished health educators are sensitive to the complexities involved in treating each student equitably. They recognize and address relevant diversity issues affecting instruction, class management, and student participation. They show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers make sure that all pupils receive an equitable share of attention and that their assessments of student progress are similarly balanced. They include each student in the learning community as an important individual and active contributor. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Using a wide variety of whole-class, small-group, or individual activities, teachers are committed to engaging all students in learning. Accomplished health education</p>	

teachers highlight the diversity as well as the commonalities among their learners and build on these as sources of strength and dynamism for the learning community.

Health education teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. They also seek opportunities among students and staff to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. For example, to address issues relevant to prejudice and respect, students could be asked to interview classmates of different ethnicities, cultures, or religions and then make a class presentation highlighting similarities in the students' backgrounds. Teachers are particularly sensitive to and responsive to family and cultural issues that affect students' attitudes toward health learning. They understand that cultural differences sometimes influence students' views of health practices, and teachers respect and value those differences. To celebrate cultural differences in health practices, for example, students can be asked to interview family members about health care regimens specific to their culture or background and then share what they learned with their classmates. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Accomplished health education teachers are aware of issues students may face related to human sexuality, including sexual orientation, and to the varying stages of adolescent growth and development. Teachers establish a climate in their classrooms that promotes an understanding and acceptance of these differences. They take measures to reduce incidents of teasing, bullying, and harassment. This allows students to flourish in a safe and nurturing environment.

Health educators believe solidly in the ability of all students to learn, and they design instruction appropriate to the needs and experiences of all their students. Teachers demonstrate their confidence in the potential of each student by providing the means for each student to develop that potential. They are aware of students whose first language is not English and accommodate their needs accordingly. In making decisions about instructional goals and strategies, teachers take into consideration students' varied learning styles and multiple intelligences, and they understand how to modify curriculum and adjust lessons—including incidental and situation learning—to meet the needs of diverse learners. As appropriate, teachers employ visual, auditory, and kinesthetic approaches in communicating concepts. Accomplished health education teachers understand and comply with state and local policies and legislation, including federal requirements, such as the Individuals with Disabilities Education Act (IDEA) and the Americans with Disabilities Act (ADA), concerning students with unique challenges and issues relevant to fairness and equity.

In their instructional decisions, teachers address the exceptional needs of special student populations; they plan, adapt, and implement classroom practices and activities that are individually appropriate, while ensuring that each student becomes an important and valued member of the class. Teachers create respectful environments that help students learn about one another and understand that all individuals have unique capacities and limitations. For example, to portray the

difficulties faced by classmates with physical challenges, teachers could have students wear glasses with smeared lenses during a class activity. To accommodate students with exceptional needs, teachers seek appropriate help from students' families, specialists, and social agencies, and they advocate for essential support services to promote maximum success. They do so without compromising their commitments to high standards and meaningful classroom experiences for all their students.

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/FAYA-HEALTH.pdf>

LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD VII: Access, Equity, and Diversity	
OVERVIEW: Accomplished library media specialists provide access, ensure equity, and embrace diversity.	
<p>Access is the availability of the library media specialist, the physical environment, and information and resources. Equity is the acceptance and inclusion of all learners. Diversity is respect for all learners, regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender. Providing access, ensuring equity, and embracing diversity are integral to the practices of accomplished library media specialists.</p> <p>Access</p> <p>Accomplished library media specialists embrace their role in making ideas and information accessible to all members of the learning community. Specialists are available to support student learning, collaborate with classroom teachers, and provide instruction that meets the full range of learning needs of a diverse population.</p> <p>Accomplished library media specialists maintain safe, welcoming library environments that encourage maximum use by all learners. Specialists understand the importance of appropriate lighting, space, and décor to create a warm, inviting environment conducive to learning. Library media specialists understand that optimal use of the library media space is critical for access by all learners. They ascertain that the physical arrangement of space and furniture in such a setting supports collaborative and independent work as well as reading for pleasure. They incorporate ergonomic and assistive technologies, following recommendations of the Americans with Disabilities Act and local policies, and they solicit input from resource teachers when developing access plans for students with exceptional needs. For example, the accomplished library media specialist may collaborate with the exceptional needs teacher to select an appropriate electronic device that allows a student with arthritis to record and link audio to writing, enabling the student to be an active participant in a class book writing project.</p> <p>Accomplished library media specialists provide the learning community with open and least-restricted access to varied materials, such as print, non-print, digital, and online. For example, they may maintain a Web site that allows learners to access library resources remotely. Specialists understand the needs of the learning community and make organizational decisions to maximize access. For example, to meet the increasing demand for inquiry-based projects, the accomplished specialist might work with administrators to implement or expand flexible scheduling. They may also provide extended library time for early emergent readers and their families. Library media specialists prepare learners with skills that will support their lifelong ability to access materials in any library.</p>	

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Equity

Accomplished library media specialists are sensitive to the complexities involved in treating all learners equitably. Specialists regard each learner as an important individual and active contributor by welcoming, speaking to, including, and engaging all learners equitably. They accommodate differences in learners' access to resources. For example, accomplished library media specialists may ensure that adequate time is given to complete projects at school, allowing students who do not have computer access at home an opportunity to complete their work.

With a firm belief in each individual's capability and capacity for learning, accomplished library media specialists promote the acceptance and inclusion of everyone within the school. For example, specialists may model how to read a picture book to teen mothers in an afternoon workshop for these mothers and their young children. They demonstrate their creativity by providing resources and services that accommodate students with a variety of learning needs. Specialists could provide sensory materials, such as stress balls, for students with autism; audio books for students with dyslexia; and large-print books for students with visual impairments. For students with gifts and talents, library media specialists might seek access to online library services at a college or university.

Diversity

Accomplished library media specialists create learning environments grounded in high expectations and fairness for all students. Specialists are systematic and purposeful in planning and establishing a climate of fairness and respect. They promote and implement policies and procedures that establish and maintain collections that support the school curriculum and represent varied points of view. Accomplished library media specialists provide materials that promote mutual respect in a variety of languages and formats, as well as materials to educate all learners about diversity. For example, they may acquire books and materials that challenge gender stereotypes.

Because the attitudes they manifest set powerful examples for young people, accomplished library media specialists conscientiously model behaviors they wish to instill in their students. Specialists promote diversity and ensure that everyone—regardless of race, nationality, ethnicity, home language, socio-economic status, age, religion, ability level, exceptionalities, physical challenges, sexual orientation, and gender—receives equitable opportunities. For example, the specialist might plan collaboratively with teachers to celebrate world cultures. Working with young children, the library media specialist could help students construct simple artifacts representing various cultures. The specialist working with older students might use Web-based conferencing to provide opportunities for students to communicate with peers in another country.

Accomplished library media specialists are particularly responsive to issues that affect the ways students approach learning. Specialists strive to educate themselves about students' diversities and plan or participate in programming designed to support all students. Library media specialists provide differentiated instruction that meets the needs of their students at all ability

and developmental levels. Accomplished specialists recognize and address relevant issues of diversity affecting instruction, student participation, and library management.

Reflection

Accomplished library media specialists engage in reflective practice to ensure equitable access to resources and services for all learners. Specialists gather evidence in various ways, such as conversations, surveys, and interviews with learners, to find ways to improve equity, as they seek feedback to gauge the accessibility of their programs and strengthen areas of weakness. Through continual reflection, accomplished library media specialists recognize their personal perspectives related to access, equity, and diversity, and they do not allow personal biases to stand in the way of their professional judgments and responsibilities.

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>

LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i>	NOTES
STANDARD II: Equity, Fairness, and Diversity	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading-language arts teachers practice equity and fairness; they value diversity and diverse perspectives. They teach all students to know and respect themselves and others and to use literacy practices to promote social justice.</p>	
<p>Accomplished early and middle childhood literacy teachers make a commitment to the success of all their students. As they teach and interact with students, they are deliberately mindful of students' language background, culture, ethnicity, race, nationality, gender, body image, household income, religious affiliation, family configuration, sexual orientation, physical or psychological exceptionalities, and literacy experience. Literacy teachers have a welcoming attitude and are eager to work with each of their students and families. Their approach to teaching invites students of all cultures and backgrounds to become engaged in learning.</p> <p>Accomplished teachers know and act upon the belief that each of their students is an individual learner and that the learning backgrounds of the students in a single classroom or a particular instructional setting are an asset and represent a tremendous wealth and diversity of human experience.</p> <p>Accomplished teachers are committed to principles of fairness and equity and to providing all their students with the resources they need to develop as literacy learners and as inquisitive, informed, and responsible individuals. Teachers maintain high expectations for all students and ensure that all of them receive equitable opportunities to learn and advance. Teachers encourage the development of each student's individual voice, in part through the emphasis on and the modeling of democratic values. Literacy teachers further understand that each student's growth as an individual is best supported by full membership in a collaborative learning community in which teachers and students show sensitivity and respect for one another and by full participation in a challenging, meaning-centered curriculum. Teachers view a diverse learning community as a valued learning context for their students and themselves. Accomplished teachers help students become aware of their own biases and overcome them in a safe environment.</p> <p>Promoting Fairness and Equity</p> <p>Accomplished teachers are aware of the issues related to fairness and equity in literacy instruction. Teachers recognize that the needs of students differ dramatically, and they are aware of issues of bias in instructional and assessment practices. Teachers hold themselves accountable for advancing equity in their classrooms in a variety of ways. They design instructionally sound activities for individual learners, and</p>	

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they fairly allocate instructional resources, including one-on-one attention. Literacy teachers ensure that all students are equitably engaged in high-quality curricula, and teachers set expectations that challenge all students to improve their learning, continually moving toward greater complexity and breadth. These teachers expect all students to exercise fairness and equity as they engage with others in the classroom. If an issue arises, they talk with older students about the use of words from popular culture that may be offensive to certain groups of people. Teachers address issues such as gender equity in the classroom. For example, they might read to their students fairy tales featuring strong female characters or family stories in which the father is the primary caretaker.

Accomplished teachers know that fairness means more than treating all students equally; it involves knowing students as individuals and adjusting instruction and learning resources to meet their particular requirements. Teachers are aware of the range of student abilities, needs, and academic progress. They know that many students have particular cognitive, social, emotional, cultural, linguistic, or physical needs and exceptionalities, including subtle or undiagnosed impairments. Teachers seek to provide instruction or acquire the services necessary to meet each student's needs in an accepting, nurturing, and supportive way. They teach to students' individual strengths using differentiated instruction, and they incorporate students' interests to form a solid base for helping students acquire the skills they need to succeed in society. For example, teachers of students with hearing impairments understand the challenges these students face in hearing sounds within words and in pronouncing words, and they design explicit instruction to develop these skills by using visual and tactile materials. Teachers create a learning community that solicits and respects the contributions of each student, regardless of academic, language, and developmental skill level. Teachers deliberately collaborate with parents to understand the unique needs of every child.

Accomplished teachers meet the unique needs of all students as literacy learners. Teachers make full use of a wealth of literacy resources that exist in the classroom, school, and community to help develop students' literacy skills. Literacy teachers may also design and adapt materials to meet student needs. Additionally, teachers advocate for students to receive the time, type of curriculum, and instructional approaches they need to become fully proficient in the complex uses of English. They support all students who struggle to acquire literacy skills, including students with exceptional needs.

Accomplished teachers make special efforts to meet the needs of students for whom English is a new language. They understand that the acquisition of English as a new language—in particular, the process of gaining confident control of the more academic uses of language—may take several years to achieve and should not be confused with the language acquisition and grade level expectations of native speakers of English. When possible and appropriate, teachers support use of parallel instruction in a student's primary language. Teachers also help students who are literate in another language transfer their literacy skills to English. Furthermore, teachers collaborate

with colleagues and seek out professional resources to assist with specific challenges and to meet all students' needs in differentiated and equitable ways.

Accomplished teachers regard students for whom English is a new language as assets for the entire learning community and as resources from whom all learners can benefit while investigating languages and cultures. Teachers adjust their practice to assist students who are learning English. Teachers know that acquiring a new language requires the willingness to take risks, so they work consistently to create a classroom culture in which students learning English feel safe, respected, and valued. When students begin to speak in English, teachers concentrate on understanding what they have to say and respond to that intention, while respectfully modeling grammatical accuracy. Literacy teachers are familiar with the stages of new language acquisition, and they know how to provide support and curriculum adaptations for students at each of these stages. Teachers regularly ascertain whether students for whom English is a new language understand what is transpiring in the classroom.

Accomplished teachers discuss the nature and consequences of the unethical use of communication tools. They point out that unethical use can be detrimental and has the potential for significant negative impact on a student's future. For example, they make their students aware of how poor choices in the use of technology can affect them and their peers, including legal consequences, ostracism, physical and emotional harm, and self destructive behaviors.

Accomplished teachers are committed to fairness and equity with regard to the use of media and technology. They provide equitable access to technology in their classrooms for both initial learning and enrichment experiences. Teachers also try to compensate for any lack of prior experience with technology. They are aware that some students who live in rural settings may have limited access to technology at home; therefore, teachers attempt to provide these students with as much access to technology in the school as possible. Literacy teachers also confront their own possible bias with regard to students' uses of technology in their work. They assess students' work fairly; for example, they do not favor a student's writing assignment because it contains sophisticated graphics available only on a home computer.

Promoting Diversity

Accomplished teachers value diversity and appreciate the many facets of diversity students bring to the classroom, including language background, culture, ethnicity, race, nationality, gender, body image, household income, religious affiliation, family configuration, sexual orientation, physical or psychological exceptionalities, and literacy experience. Literacy teachers understand that diversity extends beyond outward appearance; diversity encompasses every aspect of who people are, what they think, and what they do. Teachers are conscious of their own cultural backgrounds, and they analyze the ways that their cultural perspectives affect their interactions with students. Accomplished teachers also examine how their and other teachers' perspectives shape students' interactions with one another and students'

interpretations of texts. For example, accomplished teachers do not limit students' play activities or reading selections based on their gender. Accomplished teachers understand that the larger global community is increasingly interconnected, and they are aware that familiarity and comfort with diversity will help students function successfully in the future.

Accomplished teachers establish a climate of respect in their classrooms by daily modeling for students a respect and understanding of differences. They help students to understand and apply the democratic principles of freedom, justice, and equity; and they help them to recognize discrimination, prejudice, and stereotypes when they appear in the classroom, in literature, and elsewhere. Teachers design and implement lessons that help students develop awareness of, sensitivity to, and respect for others. For example, accomplished teachers are aware that children may begin to question their sexual identity at a young age. Teachers know that acceptance of their curiosity will make them feel safe and secure. In such instances, teachers may feature children's literature in which diverse gender roles are portrayed. Literacy teachers also constructively challenge discriminatory or disrespectful behavior whenever it occurs and whatever population is targeted. For example, if students engage in sexual harassment or bullying in any form or context, teachers do more than step in and offer practical support related to the specific situations; they also use literature and technological resources as a means to extinguish these kinds of behaviors by discussing with students the root causes of bullying as well as discussing acceptable solutions. Accomplished teachers are proactive in helping students understand the power of language to build respect and rapport.

Accomplished teachers ensure that when they make references to diversity as part of instruction, those references are authentic and relevant to their students. They choose literature and other learning resources that reflect a wide array of differences among people. They seek multiple perspectives and solutions when examining social issues with their students. Teachers highlight past and present events relating to issues of diversity as a way to promote students' understanding of how they function in a diverse world. Literacy teachers help their students take the step beyond awareness and acceptance of diversity to becoming advocates for social justice in a pluralistic, democratic society. For example, as teachers discuss problems relating to social justice with their older students, they might assign an essay in which their students respond to instances of racial profiling. Teachers of younger students might have their students read books about homelessness.

Accomplished teachers are sensitive to their students as members of cultures; they are aware of the influence culture has on what students expect of themselves, how students use language, and how students learn. Teachers understand the importance of respecting and seeking to understand the cultural norms, resources, and knowledge students bring from home. Teachers know that cultural perspectives vary in regard to social interaction. For example, they know that in some cultures, it is considered rude for a child to make direct eye contact with an adult and that hand gestures considered acceptable in one culture can have negative meanings in another. Literacy teachers actively examine their assumptions about students' ethics, cultures,

home environments, values, and access to technology. They understand that every culture encompasses its own diversity, and they know that many students' backgrounds are a blend of different cultures. Teachers respect home languages and vernacular speech, and they recognize the various dialects found in the United States. They understand that non-standard uses of language are not wrong, just different. They know that dialect is a culturally appropriate way of making meaning through language, that it serves the same communicative function as any other kind of language, and that its use often signals membership in a group and therefore is accompanied by powerful and emotional associations. Accordingly, teachers proceed sensitively in the area of promoting students' abilities to use standard English. They do not try to eliminate dialectal variation in their classrooms. Rather, they help students recognize and appreciate various language patterns and discover what speech patterns are appropriate in various settings. They also provide access to models of standard English for all students, often through their own use of language. Accomplished teachers are clear and well-spoken oral communicators who know the rules of English grammar, syntax, and usage and employ these rules in their daily conversations.

Accomplished teachers go beyond a literacy curriculum that celebrates diversity only through heroes and holidays. Rather, teachers carefully and deliberately choose texts and other resources that draw from a variety of literary and cultural traditions and that promote positive images of different ethnicities, cultures, exceptionalities, genders, and languages. They use texts and resources that authentically represent these examples of diversity, including some that are created by individuals who represent these groups. When interpreting materials, accomplished teachers help students become aware of the particular cultural view presented in a text; call attention to the use of dialect or to social conventions; and promote an analytical discussion of the social and ethical issues involved. Literacy teachers are aware of materials that portray stereotypes. They teach students to critically examine print and nonprint texts in which issues of power, equity, and justice are portrayed. For example, in the media and in books, some populations may be portrayed in a negative light; therefore, accomplished teachers are prepared to address the history behind such stereotypes and to help students challenge them.

Accomplished teachers understand that students have their own personal identities and perspectives. They actively encourage the expression and celebration of individuality among their students. Teachers frequently arrange students in heterogeneous small groups to bring those from different backgrounds and ability levels into close contact with one another.

Accomplished early and middle childhood literacy teachers view literacy instruction as an opportunity to respect diversity, promote fairness, and work toward equity. They foster in their students an ability to examine multiple perspectives that encourage mutual respect for themselves, their peers, and members of local and global communities.

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

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Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>

MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD I: Commitment to Mathematics Learning of All Students	
<p>OVERVIEW: Accomplished mathematics teachers acknowledge and value the individuality and worth of each student, believe that every student can learn and use mathematics, and are dedicated to their success. Accomplished mathematics teachers are committed to the fair and equitable treatment of all students—especially in their learning of mathematics.</p>	
<p>Commitment to Diverse Learners</p> <p>Accomplished teachers base their decisions about the teaching of mathematics on the belief that all students can learn. Teachers¹ continually determine each student's level of mathematical knowledge and understanding and build on that foundation. They are alert and sensitive to the diversity that exists in students' prior learning experiences; individual learning approaches; family,² cultural, and economic backgrounds; students' interests; and their special needs. Teachers recognize the beliefs and attitudes toward mathematics that each student brings to the classroom and promote a respect for the value of mathematics. Teachers are aware that any of these factors, as well as others, can affect how students approach the learning of mathematics. Strategies for engaging all students may come from current research, collaboration, personal experience, and professional development.</p> <p>Accomplished teachers are dedicated to meeting the needs of a diverse student population. Teachers confront issues of diversity proactively to promote academic and social equity, maintaining high expectations for all learners. Mathematics teachers actively and positively challenge their own and others' biased behaviors and stereotypical perspectives. For instance, a teacher might examine why one gender is significantly outperforming the other in algebra classes. Teachers are keenly aware of the historical perspectives and biases that have created social and academic barriers for students and work to remove these obstacles, such as less rigorous mathematics for students in lower-level courses. Teachers ensure that their students receive equitable opportunities to learn and advance in mathematics by maintaining the</p>	

¹ All references to teachers in this document, whether stated explicitly or not, refer to accomplished teachers of mathematics.

² Family is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

focus on standards-based concepts and skills, and they act to dispel the notion that not all students are capable of learning mathematics.

Accomplished teachers value the importance of their students' diverse cultures and backgrounds. Teachers build on the richness of the heritage and culture of all their students and give students opportunities to think in ways that are both culturally familiar and unfamiliar. Teachers recognize the unique contributions and perspectives each student brings to the learning environment. For example, the teacher may bring artwork representing the cultures of students in the school, such as Native American pottery, African American quilts, or Middle Eastern mosaics, to discuss topics of geometry such as transformations and tessellations. Teachers use this knowledge to foster positive interaction in the classroom and to support each student's mathematical growth. Teachers are aware that students' cultural backgrounds and life experiences can influence the ways they interact in the classroom and the ways students approach and learn mathematics.

Accomplished teachers are aware of the supportive attention that must be given to students who are learning English as a new language. Teachers ensure that such students are able to understand instruction and participate in class and small-group discussions; teachers may also give students who are learning English as a new language alternative assignments and assessments so that their ability to demonstrate understanding and proficiency in mathematics does not depend on their proficiency in English. Teachers work to ensure that such accommodations are made so that all students have equitable access to appropriate learning opportunities.

Accomplished teachers are aware of the issues involved in providing instruction to students with exceptionalities, including students with gifts and talents. Teachers modify curriculum, instruction, and assessments as necessary. They comply with federal, state, and local laws, regulations, and policies concerning students with unique needs. Teachers work closely with the specialists and support personnel who have valuable insights into these students, and teachers willingly team with these personnel to ensure that these students have every opportunity to achieve their educational goals and objectives. Teachers advocate for and, when possible, make use of assistive technologies—for instance, computers with voice-recognition or speech-synthesis software that can enable students with exceptional needs to communicate their thought processes and mathematical arguments.

Commitment to Mathematics Learning

Accomplished teachers help students acquire confidence in learning, doing, and understanding mathematics. Mathematics teachers focus on students, their activities, and their mathematical proficiency. In order to be mathematically proficient, students need to be able to understand the underlying concepts, achieve fluency and accuracy with procedures and algorithms, use several strategies to solve problems, communicate their thinking, understand the value of the mathematics, and believe in their ability to learn it. Teachers make the phrase "mathematics for all" come alive in their classrooms. They strive to inspire students to work diligently to learn

mathematics and encourage them to prioritize making time for learning mathematics. Genuinely committed to students, teachers let students know that they find doing and teaching mathematics a lively and enjoyable experience. With that in mind, a teacher might use gingerbread houses to engage students in topics involving measurement and proportion. Mathematics teachers create opportunities for each student to experience the satisfaction of success.

Accomplished teachers know that mathematical proficiency is essential for everyone and work to encourage all students to take more mathematics courses. Teachers also work to provide opportunities for extra-curricular activities such as mathematics clubs and competitions. Teachers develop special pedagogical strategies for students who come to them with insufficient mathematical preparation in order to bring these students' learning up to course level as quickly as possible. Teachers recognize and work to overcome barriers that might prevent students from succeeding in mathematics. Teachers provide support and encouragement to and establish relationships with families and school personnel to ensure student proficiency in mathematics.

Accomplished teachers take the extra steps required to ensure that students learn and encourage students to advance in mathematics as far as possible. It is important for teachers to know and communicate to students what is expected at the next level of mathematics. Teachers communicate connections among mathematics topics and between mathematics and the world. For example, a teacher could use a system of linear equations to model the total cost of two cell phone plans and use equations and inequalities to discuss with students appropriate domain and range values derived from the real world context. The students could then determine values for which plan would cost less. While teaching geometry topics, another real world context might include an exploration of local architecture and construction projects. Teachers have an "eye to the future," knowing and communicating how the content that mathematics students are learning now will relate to their future work or 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>

MUSIC (EMC) & (EAYA)	NOTES
<p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	
<p>STANDARD VI: Valuing Diversity</p>	
<p>OVERVIEW: Accomplished music teachers value the diverse backgrounds, abilities, and perspectives of their students and provide a music curriculum that is inclusive of all students and rich in musical diversity.</p>	
<p>Accomplished music teachers understand that each of their students is an individual learner and that the sum of the learning backgrounds of the students in a single classroom invariably includes a tremendous wealth and variety of human experience. They view the many forms of diversity manifest in their students—language backgrounds, culture, ethnicity, gender, socioeconomic status, religious affiliations, physical and mental abilities, literacy experience, musical ability, and others—as opportunities for creating a rich social and learning environment for all. Teachers also recognize the degree to which their classrooms increasingly reflect a global community and thus draw attention to the cultural significance of music in a variety of contexts. This awareness is made explicit through the instructor’s planning; through the articulation of values and goals; and through classroom policies, curriculum, and materials. They are adept at incorporating and adapting music from new repertoires to develop their students’ awareness of world communities and cultures.</p>	
<p>Providing Equitable Access to Music Instruction</p> <p>Teachers place a high value on fostering equity in their classrooms. They encourage all students to participate in class activities in ways that encourage collaboration, that are engaging to the students, and that are instructionally sensible for the students as individual learners. They are committed to providing all their students with the help they need to progress as musicians and as inquisitive, informed, responsible human beings. They may arrange students in heterogeneous small groups to bring pupils from different backgrounds in contact with one another and to allow the students to help one another learn. They make a special effort to encourage at-risk students to participate fully, making sure that their most gifted students are appropriately challenged and engaged and showing all students that they can explore music and be successful in music learning in a variety of ways.</p> <p>Accomplished music teachers recognize that the needs of students differ dramatically. They allocate instructional resources, including one-on-one attention, fairly. They also are aware of issues of bias in certain types of assessments and work to assess student learning in ways that do not disadvantage any of their pupils. They</p>	

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retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing a high-quality curriculum.

Recognizing that economic status can also pose barriers to participation for some students, accomplished music teachers seek ways to lower or eliminate such barriers. In some cases, the price of an instrument might be a restricting factor; in other cases, the cost of uniforms or special clothing required for participation in an ensemble might be beyond a family's means. Accomplished teachers seek creative solutions in such cases: building a collection of instruments available for loan; nurturing community connections such as booster clubs and corporate sponsors to support the music program; or developing means of transportation by which students can attend concerts or rehearsals outside of school hours. (See Standard VII—Collaboration.)

Building Repertoires and Teaching Strategies That Include Music Chosen from a World Sample

Recognizing the diversity of cultural norms that students bring with them from home, teachers draw on a variety of music—including classical, traditional, jazz, and popular music—to reflect that diversity. They aim for a significant representation of varied historical periods, cultures, ethnicities, and genders in the composers whose music they select for performance; where possible, they allow the makeup of their classrooms, choirs, and ensembles to serve as an additional criterion in that selection. (See Standard IV—Facilitating Music Learning.) Accomplished music teachers develop curricula that expose students to multicultural musical experiences.

In interpreting and evaluating materials, teachers help students become aware of the ways in which music that is new to them might be similar to or different from music with which they are already familiar. They work to broaden students' aesthetic understanding of various types and styles of music, demonstrating how music that is harmonious to a particular group may be discordant to another. Accomplished music teachers also call attention to instrumentation—large ensembles such as Indonesian gamelans, ensembles of moderate size such as East European wedding bands, and individual instruments such as the Japanese koto and the Australian Aboriginal didgeridoo; vocal styles—ululation in the music of Africa and the Near East, high falsetto singing in certain native regions of North America, and biphonic or overtone singing in Central Asia; native theories from a variety of music cultures; and notational systems that have evolved from the practices of jazz and popular music. They provide opportunities for listening to traditional music and encourage their students to experience live performances of this music.

Highlighting the Cultural and Contextual Dimensions of Music

Accomplished music teachers recognize the value of drawing attention to the range of functions and occasions that call for music. By contextualizing musical performances, they help students understand the significance of music as an

expression of specific cultural imperatives. A rite of passage such as a wedding or a graduation ceremony, a worship service, a social dance, or a football game can all be understood as cultural settings for music. In the case of familiar contexts, a teacher makes anecdotal mention of historical precedents. In cases where music is adapted from a traditional context, teachers engage students in a more systematic discussion of that context. As necessary, they guide student performances of traditional music with abiding respect for the tradition at hand, calling on resource individuals with relevant cultural expertise for assistance. Teachers recognize the cultural connection of dance and music, and, when possible, they incorporate the role of dance in music performance.

A significant share of musical experience derives from sacred or religious traditions; accomplished music teachers recognize the complexities that this fact presents for teaching and performing such music. They respect the religious traditions of all their students and select repertoire that is in keeping with the expectations of the communities in which they teach and that is of educational value. Their evolving knowledge of the repertoires and contexts of sacred music enables them to adapt their curriculum to the needs of their students. Teachers are also aware of the current interpretations of legal statutes that might affect their decisions in this regard and allow this understanding to guide their selection of music for study and performance. In general, accomplished music teachers help all their students develop an appreciation of the personal and cultural forces that shape musical communication and an understanding of the role that music has played in shaping diverse cultures of the past and the present.

Working Successfully with Music Students with Exceptionalities

As special education programs become integrated within a larger and more inclusive model of education, accomplished music teachers are increasingly responsive to the needs of students with exceptionalities, providing quality music experiences for those with special gifts and talents as well as those with particular cognitive, social, emotional, linguistic, or physical needs. Teachers create a learning environment in which the ideas of each student—whatever his or her musical or academic skill level—are solicited and taken seriously and in which the identity of each student as a learner is respected. Familiarity with channels of access to resources that target special needs, such as Braille music, allows the teacher to be of further assistance in guiding the learning of all students with exceptionalities.

Responding Effectively to Students for Whom English Is a New Language

High-quality instruction in music, with challenging curricula and high expectations for success, is provided by accomplished music teachers to all students, including those for whom English is a new language. Teachers recognize that all children, whatever the particular language of their upbringing, acquire language by using it to communicate with others about issues that matter to them. Accomplished music teachers regard students whose first language is not English as assets for the entire learning community and as resource individuals from whom the whole class can

benefit in its investigations of languages and cultures.

Because accomplished music teachers know that learning a language requires the willingness to take risks, they work consistently to create a classroom culture in which students learning English as a new language feel safe and respected. They check on a regular basis to make sure that these students understand what is going on in the classroom. They seek ways of using music to dissolve language barriers among students and to facilitate communication between students and adults.

Accomplished music teachers also serve as advocates for students who are learning English as a new language. They understand that the acquisition of a new language—particularly a fluency in the academic uses of language—takes many years to achieve. They know that music can serve as a useful and important bridge between students' home languages and English.

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/FCYA-MUSIC.pdf>

PHYSICAL EDUCATION (EMC) & (EAYA)	NOTES
<p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	
<p>STANDARD VI: Diversity and Inclusion</p>	
<p>OVERVIEW: Accomplished teachers create inclusive and productive learning environments that are safe, fair, and equitable for all students. They promote healthy social interactions within their schools and communities by teaching students to embrace their uniqueness and respect the diversity of others.</p>	
<p>Accomplished physical education teachers understand that we all have diverse characteristics. To create classrooms that are safe, fair, and equitable for everyone, teachers respect their students as individuals. Physical education teachers maintain the inclusive quality of their learning environments through a thoughtful process of reflection on the personal and social dynamic within the classroom. Teachers understand that the demographics of their school and local community are dynamic, and they appreciate the diversity of students entering their classrooms. Teachers are sensitive to the unique physical, cognitive, and emotional characteristics of their students. They consider factors such as ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language when reflecting on how to improve their teaching practices and nurture their students. Accomplished teachers create welcoming, interactive classroom environments in which their students feel comfortable to learn and grow. They establish high expectations for all students, integrating instructional content and pedagogical strategies to meet the diverse learning needs within their classrooms. By thoughtfully incorporating inclusive, multicultural lessons, accomplished teachers plan and implement varied and challenging curricula that benefit all students.</p>	
<p>Creating Positive, Productive Classroom Environments</p> <p>Through a careful consideration of their attitudes and experiences, accomplished teachers recognize the biases, or perceived sets of assumptions, that they hold. Physical education teachers address these biases vigilantly to improve their teaching practices and support student learning. They educate themselves by collaborating with colleagues, families, therapists, administrators, and relevant school personnel to learn how they can provide a supportive and productive learning environment for all students. For example, a teacher might collaborate with other educators to help acquire resources for families that are economically disadvantaged due to homelessness or migrant employment. Eager to ensure that all students have equal access to learning experiences, teachers seek professional development to augment the instruction of their students further. For example, in a school with an increased number of students for whom English is a new language, a physical education teacher</p>	

may seek the assistance of a language learning specialist to create an effective learning environment. Physical education teachers collaborate with specialists and consult community resources as needed to address questions and gain useful information that will help them enrich the educational experience of all students.

To design meaningful learning experiences that challenge students individually, accomplished physical education teachers modify and adapt their teaching practices, classroom resources, and activities innovatively. For example, a teacher may have a student with a sensory impairment learn new skills through a repetitive closed skill station in a quiet, darker, or smaller environment that does not overstimulate the nervous system. A teacher may also position a student with attention deficit disorder toward the front of the class and use visual prompts such as picture symbols, storyboards, video demonstrations, or assistive technology to maximize student attention and support successful learning. As appropriate, accomplished teachers structure environments utilizing instructional strategies and prompts that best meet the individual needs of their students.

Accomplished physical education teachers foster safe learning environments that acknowledge the perspectives of individuals as well as those of groups. Teachers achieve a balanced dynamic by consistently promoting lesson objectives that value respect, empathy, and responsibility. They explicitly model responsive, considerate behaviors and attitudes within the classroom. When physical education teachers realize that students are being bullied because of individual differences such as socioeconomic status or sexual orientation, they address the behavior immediately and develop activities that increase peer empathy. Teachers are cognizant of student biases that affect the learning environment, and they take immediate steps to ensure that every student remains successfully engaged in classroom activities.

Accomplished teachers show students how to recognize bias in themselves, their peers, and their communities. Using terminology that is current and culturally appropriate, teachers educate their students in the importance of avoiding language that denigrates people based on ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, or primary language. Physical education teachers engage students in dialogues and activities to analyze and actively dispel stereotypes. They serve as advocates for change, striving to eradicate bias through ongoing lesson objectives that focus on celebrating the similarities and differences between students.

Integrating Inclusive and Multicultural Activities Meaningfully

Accomplished physical education teachers hold themselves and their students accountable for promoting supportive classroom climates that foster individual success and growth. Teachers understand that students enter the classroom with diverse attitudes, prior experiences, and differing abilities. Physical education teachers gather information about their students from a variety of sources so they can tailor lessons that engage the entire class. They structure yearly plans that carefully address diverse needs and interests while promoting active, healthy lifestyles. For example, an

accomplished teacher may use live interactive video to communicate with a class from South America and co-teach a session on the popular Brazilian game of peteca. Alternatively, a physical education teacher may celebrate diversity by incorporating key words and phrases from different languages within lessons or by creating a dynamic multilingual word wall that grows and changes throughout the year. Accomplished teachers incorporate inclusive and multicultural activities meaningfully within their curricula.

Accomplished physical education teachers vary their teaching style based on the activity as well as the differing cognitive, affective, and physical abilities and limitations inherent among their students. For example, a teacher may employ a reciprocal teaching strategy to pair students based on their skill level; in this instance, novice students might benefit from imitating and adopting the proper form modeled by their more skilled partners, while advanced students might hone their understanding of skill concepts by analyzing and evaluating the performance of their less skillful peers. In this situation, both groups would improve their skill levels while learning the value of cooperation and mutual respect. Accomplished physical education teachers adjust their teaching practice and strategies as needed to ensure that all students experience challenge and success.

Conclusion

Accomplished teachers embrace the diverse qualities and characteristics of their students, recognizing that the high expectations they have for students must be individualized based on their needs and experiences. Physical education teachers design instruction in which multicultural and inclusive lessons are integrated seamlessly throughout the year to create a challenging, engaging learning environment. Their knowledge of students' legal rights and protections, as delineated within pertinent laws such as the Individuals with Disabilities Education Improvement Act (IDEIA), informs their practice by supporting their implementation of appropriate curricula. In every aspect of their preparation and instruction, accomplished physical education teachers demonstrate care and diligence for their students. They ensure that their students receive a quality physical education that builds their sense of self-confidence and prepares them for a lifetime of healthy social interaction.

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>

SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i>	NOTES
STANDARD V: Equity, Fairness, and Diversity	
<p>OVERVIEW: Accomplished school counselors model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.</p>	
<p>Accomplished school counselors dedicate themselves to helping others in the learning community to understand and meet the needs of heterogeneous populations as society becomes more culturally diverse, as gender-based stereotypes dissipate, and as the philosophy of inclusion becomes the norm. They promote equitable access to programs and activities for every student, plan and deliver interventions that will result in schoolwide appreciation for a culturally diverse world, and have high expectations that students will treat one another fairly and with dignity.</p>	
<p>Promoting Diversity</p> <p>Accomplished school counselors know that each student in the school is a unique person whose individual or family background includes a tremendous wealth and variety of human experiences. They view the many forms of diversity manifest in students—such as language background, race, culture, ethnicity, gender, socioeconomic status, religious affiliation, family configuration, physical or psychological exceptionalities, sexual orientation, and literacy experiences—as opportunities for creating a rich, schoolwide academic environment; meaningful career education programs; and successful personal/social interactions. They assist in the development of cultural awareness and promote respect for each student's worldview.³</p> <p>Through continued research, reading, and experience, accomplished school counselors have expertise in all aspects of diversity. They possess a thorough knowledge of the stages of racial, cultural, and gender identity and the current literature on the personal and educational issues concerned with various types of exceptionalities. To serve as models for the rest of the educational community, school counselors realize that they must first address their own biases and recognize</p>	

³ Here, *worldview* is defined as an individual's perception of the world based on his or her experiences as well as the socialization processes of the person in interaction with members of his or her reference group (i.e., culture, country). This definition is from Gladding, S., *The Counseling Dictionary: Concise Definitions of Frequently Used Terms* (Upper Saddle, N.J.: Prentice Hall, 2001), 129.

the importance of expanding their own understanding to accommodate the views of others. For example, because school counselors often work with families with varying configurations, they examine their biases about family composition; recognize the unique characteristics, parenting styles, and challenges associated with various configurations; and are inclusive in their language and actions so that all students feel that their family composition is recognized.

Accomplished school counselors know how culture affects the way students learn, that children of different cultures may come to school with prior learning experiences that distinguish them from their peers, and that student behavior often results from cultural experiences. For example, because some cultures hold school personnel in such high regard, students raised in those cultures might consider school counselors unapproachable; others might think it disrespectful to make eye contact with adults. Some students may come from cultures that reward individual rather than group achievement; others come from cultures that emphasize group achievement. When school cultural norms differ from those at home, school counselors know that students can feel alienated or isolated and can become confused, anxious, or afraid. School counselors help these students understand the dual roles in which they sometimes find themselves and recognize that they may need to behave differently at school than at home.

Accomplished school counselors are knowledgeable about appropriate counseling strategies for diverse populations, and they adjust their counseling styles and techniques to effectively respond to the needs of students whose worldviews and cultural experiences differ from those of the dominant culture. They recognize that students with different characteristics and backgrounds may require different types of counseling interventions. Accomplished school counselors use counseling approaches that honor the traditions of students and families. They know how to avoid behaviors that are incompatible with the worldview of a particular student, such as valuing the individual without considering the family.

School counselors believe that students are entitled to be proud of their cultural heritage and personal identities. They know that stereotypical thinking and prejudicial behavior result, in part, from a lack of awareness and appreciation of individual differences and commonalities. Therefore, school counselors help to educate the school community about the diversity and commonalities within the school to ensure that those diverse and common elements become integral parts of academic, career, and personal/social development. School counselors also introduce students to aspects of diversity with which students may be unfamiliar. They may use prevention and intervention strategies to reduce or eliminate hostility and intolerance and to increase civility. For example, they may establish multicultural clubs, age-appropriate prejudice-reduction groups, and celebrations of cultural events.

Accomplished school counselors select and recommend research-based instructional materials and experiences that promote positive images of people of varying races, genders, religions, cultures, and physical and mental abilities. For example, they

select and promote counseling and teaching materials that positively depict children and adults with exceptionalities and that avoid using gender-specific terms and racially stereotypical language. Accomplished school counselors also advocate for the use of testing and assessment tools that are free of racial, cultural, and gender bias. (See Standard IX—Student Assessment.)

Promoting Fairness and Equity

Accomplished school counselors are committed to understanding and applying principles of equity and fairness. By showing respect for and valuing all members of their communities, school counselors model and promote the attitudes and behaviors necessary for successful living in a diverse society. They hold all students to high and challenging standards, and they seek equitable access to meaningful learning opportunities for all students.

Accomplished school counselors model welcoming, respectful behavior and are eager to work with every student. They understand the many ways in which students distinguish themselves from their peers and they respond appropriately with strategies that not only advance individual student learning but also help to improve understanding among all members of the learning community. They understand that some students may harbor beliefs that differ from the attitudes school counselors wish to develop, such as a belief in racial or gender superiority. They model fairness by openly challenging stereotypical attitudes when they are encountered. They respond directly to such challenges, emphasizing the importance of equity, fairness, and respect.

Accomplished school counselors work with other members of the school community to ensure a clear understanding of each student's specific needs. Recognizing that treating all students exactly alike is not always the most equitable approach, school counselors regularly confront a host of ethical dilemmas regarding the allocation of their time and other resources, and they recognize their obligation to foster growth in every student. The accomplished school counselor strives to ensure that, regardless of an individual's background, all students are treated with fairness and respect and have access to high-quality programs that allow them to grow as individuals and as students.

Accomplished school counselors understand and comply with legislation relevant to fairness and equity, including federal requirements and state and local policies. When appropriate for the developmental level, they also help students understand policies and legislation that are related to fairness and equity. For example, they may examine sexual harassment law through role play of social or business situations to clarify what constitutes prohibited behavior.

School counselors are aware of the differing developmental levels of interaction in schools. They recognize the unique needs of the very young child who is just beginning to interact with peers, the student in middle childhood who is developing a sense of belonging in a group, and the early adolescent who is yearning to be

independent. They understand that adolescents and young adults are keenly aware of attributes such as gender, ethnicity, physical development, sexual orientation, religious affiliation, home language, or special needs that identify them as the same as or different from their peers. (See Standard III—Human Growth and Development.)

Accomplished school counselors are well versed in the needs of students with exceptionalities, serving as advocates for those with special gifts and talents as well as those with particular cognitive, social, emotional, linguistic, or physical needs. School counselors face the further challenge of knowing that many students, by the very nature of their exceptionalities, are often viewed as outsiders and are therefore excluded from opportunities, and they work to correct these inequities. They do this by using the inclusion of students with exceptionalities as a learning experience for other students and by helping to involve students with exceptionalities in and beyond the academic setting.

Accomplished school counselors are instrumental in supporting and promoting programs that facilitate the transition of students for whom English is a new language toward mastery of Standard English and toward continuing progress in their school subjects. They advocate against children being labeled as developmentally handicapped or learning disabled on the basis of their inability to reach academic levels or to perform well on standardized tests because of language skills not yet developed. They also work with school staff to provide interpreters and translators for parents to facilitate communication.

School counselors are leaders in equity and fairness, and they take a proactive role in the school community on these issues. They advocate for the curtailment and elimination of school policies and practices that do not provide equity and fairness for all students. For example, in response to collected data, they may act as child advocates to prevent the disproportionate placement of minorities in special education programs, and to make advanced classes available to students from all groups. They may work to influence school district policy to ensure access and equity in the hiring, assignment, and promotion of all staff. They may provide in-service training for the teaching staff to help them better understand how to identify the real cause of a problem, such as the cultural dimensions of certain behaviors, and inform the staff of individuals in the community who can mitigate potential problems and conflicts. They may develop programs to address the concerns of gay, lesbian, bisexual, and transgender students and their families. They may join with others to design reasonable and effective intervention and prevention strategies to close the achievement gaps among the school population, such as establishing after-school sessions on test-taking and study skills, developing programs to encourage parental advocacy, or building mentoring programs that provide positive role models who emphasize high academic standards and positive personal conduct.

Accomplished school counselors believe that every student deserves the respect of high expectations. They use data to challenge assumptions of academic ability that are based on stereotypes of students', parents', and staff members' cultural, racial,

ethnic, or economic background. While statistics may suggest that certain patterns of student performance are true, school counselors understand that generalizations based on these traits are detrimental to the success of students. Therefore, they are passionate in their efforts to advocate for and ensure equitable and fair access to opportunities for each student to succeed.

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/FCYA-SC.pdf>

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD VIII: Diversity, Fairness, Equity, and Ethics	
<p>OVERVIEW: Accomplished science teachers understand and value diversity, and they engage all students in high-quality science learning through fair, equitable, and ethical teaching practices.</p>	
<p>Introduction</p> <p>Accomplished science teachers believe that all students can develop conceptual understandings about science and can engage in scientific inquiry. Teachers act on this belief by ensuring that each student has equitable access to an empowering science education. Accomplished teachers respond sensitively to human differences and build on individual strengths.</p> <p>Accomplished science teachers understand and value the diversity of their students. Accomplished teachers value each student's cultural, linguistic, religious, regional, and ethnic heritage; family configuration; socioeconomic status; sexual identity; gender; body image; physical and cognitive exceptionalities; prior learning or literacy experiences; learning style; and personal interests, needs, and goals. By valuing diversity, teachers model and teach respect for all people and groups. Teachers use their knowledge of diverse cultures and contexts combined with their knowledge of students to improve student understanding of science. Accomplished teachers are aware of their own beliefs and take them into consideration when designing instruction.</p> <p>Accomplished teachers understand the wide range of exceptionalities that can exist within a classroom. Exceptionalities include identified and unidentified learning needs, as well as gifted abilities. Accomplished teachers realize that every student's profile is unique. Many students have special needs in some areas and talents in others. Teachers hold all students to high standards regardless of their abilities. They realize that all students need science instruction that is exciting, challenging, engaging, and appropriate.</p> <p>Accomplished science teachers understand that the way to achieve fairness is not to teach each student in exactly the same manner, but rather to teach every student equitably. Equity in the classroom means that teachers ensure that all students have the type and level of support they need and an instructional setting that promotes rigorous learning. Fairness refers to the intentional efforts of a teacher to act justly and impartially to establish a positive learning experience for each student. Accomplished teachers understand their obligation to provide curriculum, instruction,</p>	

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assessment, and a learning environment conducive to the success of all students. For example, accomplished teachers recognize that some groups have historically been excluded from science. Accomplished teachers make every effort to help students from underrepresented groups actualize their potential in the science classroom and in science-related careers. Accomplished teachers may recruit students from underrepresented groups to enroll in advanced-level science courses or gifted programs.

Accomplished science teachers model ethical behavior in every aspect of their teaching. They behave with responsibility and integrity with regard to all professional interactions. They demonstrate their ethical behavior by providing a fair and equitable science education for all students. Through their actions, they respect and value all students. Accomplished teachers demonstrate intellectual ethics in any research they conduct and in any materials they publish; show respect and honesty in regard to colleagues, administrators, and community stakeholders; and uphold a high standard of ethics in all professional responsibilities.

Valuing Diversity

Accomplished science teachers value the diversity of their students, of all those who have contributed to scientific knowledge, and of the world at large. By honoring and valuing diversity, accomplished teachers model respect for all individuals and groups. Teachers believe that both differences and commonalities among students are sources of strength for the learning community, and they express this belief to their students. Through their relationships with students, teachers address the issue of diversity by creating an environment where students are known, understood, and embraced for who they are.

Accomplished science teachers believe fervently that diversity enriches the learning environment by providing varied contexts for understanding science. Teachers value the background knowledge, culture, experiences, history, and identity students bring to the classroom, and teachers leverage these personal resources to improve science learning. For example, in a unit on health issues, an accomplished teacher might discuss the traditional uses of medicinal plants in order to demonstrate the scientific practices of a particular culture and connect those understandings to current health issues in the community.

Accomplished science teachers inform themselves about how the specific backgrounds of their students can impact students' science learning and their education in general. Teachers' actions range from being thoughtful about conditions and neighborhoods in their own community to actively researching the home countries of students who are recent immigrants and learning about relevant issues, beliefs, and world views in those countries. For example, teachers might learn how views on gender roles, authority, and home and academic responsibilities affect science learning. (See Standard I—Understanding Students and Standard III—Curriculum and Instruction.)

Accomplished science teachers believe that valuing diversity involves recognizing and respecting differences. These teachers realize that their first impressions of their students may be inaccurate and are inevitably incomplete; teachers make the effort to uncover relevant characteristics that make their students unique. Accomplished teachers recognize that their own cultural connections inform their teaching just as students' connections inform their learning. Teachers make a space for students to feel included by creating an atmosphere of trust and mutual respect. (See Standard I—Understanding Students and Standard V—Learning Environment.)

Accomplished science teachers recognize that diversity exists in every classroom because each student has unique background characteristics, strengths, and needs. Accomplished teachers proactively learn about the characteristics that differentiate their students, including exceptional needs. However, teachers also see each student as an integral part of the classroom and believe that it is the teacher's job to create a fully inclusive and productive team. To achieve this goal, accomplished teachers are tireless in pursuing the productive contribution of every student. For example, a teacher who has students with a wide range of science knowledge and skills could tap into varying strengths to support all students' success in completion of a scientific investigation.

Accomplished science teachers make efforts to support diversity beyond the confines of their classrooms. They respect the diversity of their colleagues and coworkers. They value the work, ideas, and opinions of the other adults involved in the education of their students. They advocate in their communities for equitable practices based on diversity principles. They advocate for the representation of diverse communities in committees, student clubs, and organizations and for diversity in educational materials.

Promoting Fairness and Equity in the Science Classroom

Accomplished science teachers embody the belief that every child can succeed in science. They do not make assumptions that certain individuals or groups will fail. Accomplished teachers are unwavering in helping all students meet learning goals. Teachers set appropriate expectations and develop needed interventions based on a detailed knowledge of their students.

In order to promote fairness, accomplished science teachers involve students in the classroom decisions that most directly affect their learning. Teachers understand that allowing students to have a voice in their education is a powerful strategy for enhancing student engagement. Teachers create an equitable environment where all students make valuable contributions to the classroom, and where teachers and students co-navigate the learning process. (See Standard III—Curriculum and Instruction and Standard V—Learning Environment.)

By making explicit their respect for every student in the classroom, accomplished science teachers encourage their students to behave respectfully toward others. Accomplished teachers create a classroom environment that encourages and accepts

the diverse perspectives that all students bring to the classroom, including students whose opinions dissent from those of their classmates. Teachers encourage students to engage in productive discourse about the diverse claims that various individuals make from the same evidence. (See Standard II—Knowledge of Science and Standard V—Learning Environment.)

Accomplished science teachers advocate for the learning needs of all students, including those with exceptionalities—whether identified or unidentified. For example, if a teacher has a student who has not been identified with a learning disability but has difficulty organizing science content in meaningful ways, the teacher—working in collaboration with colleagues—might show the student several organizing strategies for mapping connections among scientific concepts. Alternatively, if an accomplished teacher suspects that a given student has been misidentified as having exceptionalities, the teacher would advocate for a reevaluation.

Ethics in Science Teaching and Learning

Accomplished science teachers teach with competence, act with integrity, treat all students with dignity and respect, provide professional support for colleagues and communities, comply with relevant laws and regulations, and advocate for improvements in their school and profession when it is appropriate to do so. Teachers conduct relationships with students, families, and colleagues in a professional manner that elevates the regard for teaching and increases respect for the field of science.

Accomplished science teachers do what is best for their students' learning. They recognize the magnitude of their responsibility, knowing that all of their actions have the potential to impact their students. Teachers believe that they can make significant, positive contributions to students' lives, and they do everything in their power to avoid causing any harm. For example, accomplished teachers always refer to their students in positive ways, whether in the classroom or in the faculty room.

Accomplished science teachers realize that when teaching about ethical dilemmas in science, they need to be aware of the complex contexts in which students view these dilemmas. Accomplished teachers recognize that when discussing controversial science issues, such as climate change or air quality, it is their responsibility to keep their teaching deeply rooted in science content knowledge, the nature of science, and science as a way of knowing. Teachers are careful not to allude to their own bias or beliefs when teaching about controversial issues.

Accomplished science teachers ensure that students behave in an ethical manner in regard to science learning. They teach students to report research results accurately; to obtain permission and give all necessary citations when utilizing data from other researchers; not to cheat on assessments; to treat all living organisms in the classroom or encountered in the field in a humane, legal, and ethical way; to obtain necessary permission for research on human beings and other living organisms; and

to observe safety and confidentiality when collecting data from human subjects.

Reflective Practices

Accomplished science teachers reflect on whether they are teaching in a way that is responsive to the strengths and needs of their students; they realize students bring to the classroom a variety of exceptionalities and diverse cultural, ethnic, and linguistic backgrounds. Accomplished teachers reflect on whether they are reaching out to students and families in ways that ensure they all feel welcome and supported in an inclusive setting. Teachers make sure that their science classroom reflects the value of diversity in productive ways that engage students and demonstrate respect.

Accomplished teachers are especially deliberate and thoughtful in reflecting on their students' backgrounds and abilities. They reflect on what they know about their students as learners, how they know it, and how they can apply this knowledge to improve instruction. If, through the process of reflection, teachers determine that there are significant gaps in their knowledge of their students' backgrounds that adversely affect science learning, teachers reflect on how they can remedy this lack. For example, if a teacher has a student with an exceptional need, the teacher may talk with other professionals, read articles, or seek out professional learning opportunities in order to learn more about the exceptionality and how to support and encourage students who bring that need to the classroom.

Accomplished science teachers continually reflect on their classroom practice in order to ensure that they are educating all students fairly and equitably. To aid in this endeavor, teachers avail themselves of many sources of relevant information. They may watch videos of classroom interactions, analyze assessment data, invite colleagues to observe their classrooms, and interview students. Teachers look for patterns that may indicate inequity, such as disproportionate rates of success or failure among certain groups of students or a consistent lack of engagement on the part of some individuals. If inequities are identified, teachers look for ways to ameliorate these situations. Accomplished science teachers scrupulously seek to uncover their biases and any other factors that may somehow undermine students' achievement in science. Accomplished teachers make every effort to prevent their personal biases from impacting their interactions with students.

Accomplished science teachers realize that ethical considerations are inherently complex; often there is no obvious best solution, and even careful decisions may have unforeseen consequences. Accomplished teachers reflect on their professional decisions, pondering whether they acted ethically and in the best interests of their students. Accomplished teachers solicit information from parents, students, and other school professionals, weighing all the available information in an attempt to provide a fair and equitable learning experience for all students. Accomplished teachers make sure their instructional practices conform to the highest ethical standards and acknowledge that judgments may need to be reconsidered over time as situations evolve and new information becomes available.

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>

SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD V: Diversity	
<p>OVERVIEW: Accomplished social studies–history teachers consider diversity a fundamental and deliberate component of excellent teaching. Teachers recognize the importance of student diversity, equity in instruction, and pluralism in the curriculum.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers know that diversity is a fundamental and deliberate component of educational practices and that the social studies classroom lends itself to exploring, addressing, and debating topics related to cultural pluralism. They recognize that diversity means more than demographic representation of students in the classroom. Teachers recognize the divergence of opinion, student needs, and teachers' own biases as central considerations that inform content and curricular choices. They incorporate diverse perspectives and experiences in the curriculum and use instructional strategies that aid in achieving equity among students. Teachers also acknowledge that students bring diverse perspectives and experiences to the classroom, and teachers find approaches that maximize students' contributions and thereby enrich the classroom as a whole. Teachers create inclusive classrooms where differences are respected and similarities are acknowledged.</p> <p>Student Diversity</p> <p>Accomplished teachers recognize many forms of student diversity, which may include language background; culture; ethnicity; gender; sexual orientation; socioeconomic status; religious affiliation; political ideology; social, physical, and cognitive strengths; literacy and numeracy experiences; patterns of communication; regional and national origins; background knowledge; and academic achievement. For instance, teachers know students may have different ideas about sharing personal experiences; communicating interpersonally, contacting others physically, building trust, collaborating in groups, recognizing punctuality, accepting assistance willingly, and making independent decisions. Students may also have varying ideas about discipline and control. For example, coming from a country where lectures and note taking are the norm and where the teacher is seen as the ultimate authority, some immigrant students may struggle when asked to participate in cooperative learning involving partner or peer review. Teachers will respectfully acknowledge a student's hesitation but explain the rationale behind teaching strategies. They may adapt their approaches</p>	

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to interaction, communication, or instruction so that all students are able to access content.

Accomplished teachers know students read and write at varying levels and use different patterns of communication. They know that students' understandings of and contributions to the formal curriculum vary, and that students have different degrees of access to the curriculum related to economic, geographic, political, and historical patterns. For example, a student interested in a world sport such as soccer may bring knowledge about countries from around the world. Teachers tap into this interest so that it serves as an entry point to geography or world history.

Accomplished teachers know some students may have strong beliefs about the nature of family structures, political decision making, human evolution, historical developments, knowledge, gender expectations, and the role of disagreement in public. Knowing that students may resist learning about alternative perspectives or cultural patterns related to these issues, teachers provide structures necessary to facilitate exploration of other viewpoints while honoring students' convictions.

Accomplished teachers know students may be interested in particular aspects of history or geography that they perceive as particularly relevant to their own identities. Teachers capitalize on students' differing interests and backgrounds to motivate and engage them in the study of social studies—history. For example, teachers may have students work in self-selected groups to investigate world religions, world civilizations, or geographic regions with which they most identify. Similarly, in studying a topic such as World War I, students may be given the option of writing from the perspective of a supporter of the Allied Powers, a soldier in the Ottoman Empire, or a woman on the home front who is opposed to war. In studying struggles for expanded civil rights in U.S. history, students may work individually or in groups to examine the experiences of women, immigrants, African Americans, gays and lesbians, and other groups. In each case, teachers also encourage students to investigate and to compare experiences and perspectives of groups with whom they are less familiar.

Equity in Instruction

Accomplished teachers recognize that students may have different levels of access to resources, such as current technologies, printed materials in the home, and opportunities to travel to locations such as libraries. Teachers look for ways to provide time, space, and access to tools that students need for success. When options are limited, teachers identify ways to assess students' learning using alternative methods instead of penalizing them for not completing a given task. Teachers advocate for students who lack academic support and may communicate with their families to suggest ways to assist their children academically. Teachers find ways to maintain academic rigor while recognizing the realities of many students' lives. For example, the families of some students depend on them to assist with bills and domestic responsibilities, and these expectations may challenge students' ability to complete homework, participate in extra-curricular activities, or attend school consistently. To

address this need, teachers might provide extended time to complete assignments, flexibility in meeting times, and alternative forms of assessment such as portfolios.

Accomplished teachers accommodate students by differentiating instruction and assessment to facilitate students' abilities to reach learning goals in the social studies—history classroom. (See Standard IV—Instruction.) Teachers employ a range of strategies to recognize students' diversity, to create a learning environment in which all students feel valued and affirmed, and to provide opportunities for students to achieve equitable outcomes. Teachers are aware of the expectations they have, for example, for females and males or for English language learners and native English speakers. Teachers expect full participation from all students and model democratic principles. Classrooms are organized in ways that provide all students access to information and allow them to speak and to be heard. Teachers employ strategies, such as Socratic seminars and silent debates, so that all students can participate in discussions.

By establishing a safe environment, accomplished teachers respect and encourage dissenting viewpoints. In a diverse classroom, teachers are an authority, but are not an authoritarian, and students feel comfortable exploring multiple perspectives. Teachers guide students, providing tools and encouragement, in dissecting complicated issues in history and current society.

Accomplished teachers allow students to express themselves through a variety of dialects and in a variety of oral, written, and visual formats. However, teachers also model academic language, and they teach students when particular types of expression are more appropriate than others.

Accomplished teachers have high expectations for all learners but acknowledge that the entry point and path to success may differ for each student. They teach to students' strengths, incorporate students' backgrounds and experiences, and use a variety of strategies to meet a wide range of student needs. Teachers choose texts that draw from a range of perspectives and represent an array of experiences. They are aware of potential biases found in textbooks and are able to create lessons that counter such biases. For example, in some history texts, women and ethnic minorities may be missing altogether, or their roles and contributions may be marginalized. Teachers with knowledge of such omissions are able to compensate for these biases and create a more realistic, balanced picture of the past. They lead students through texts and show how to examine omissions, biases, and multiple perspectives.

Accomplished teachers are aware of subtle messages exhibited in body language, facial expressions, and responses or non-responses by students during discussions. In some cultures, for example, it is considered rude for a young person to look an adult in the eyes when addressing them. Aware of this, teachers recognize that such behavior is not evasive.

Pluralism in the Curriculum

Accomplished teachers highlight diversity and pluralism in all areas of curriculum. They adapt or create curriculum to recognize the pluralistic nature of societies, past and present. Teachers are thoughtful in selecting topics of study that make the diverse nature of societies clear. For example, they expand attention devoted to African Americans beyond slavery, civil rights, and the Harlem Renaissance to include African American involvement in westward expansion, the labor movement, scientific and technological developments, and other topics. Similarly, teachers avoid portraying historical civilizations or contemporary world regions as possessing monolithic cultures or patterns of social organization. They consistently engage students in investigating perspectives and experiences, for example, between men and women; among members of differing religions, economic backgrounds, abilities, and adherents to various social or political ideologies; and within and among generations.

Accomplished teachers provide opportunities for students to examine how topics can be approached in different ways; how disciplines have been constructed historically; and how conceptual categories are gendered or racialized, such as how race is socially constructed. Teachers recognize how choices of topics, or approaches within topics, are often influenced by personal preference, familiarity, and experience. They facilitate students' explorations of how contemporary societal categories and expectations have been developed historically and vary cross-culturally, rather than portraying racial categories, gender expectations, or patterns of segregation and interaction as timeless and unproblematic. The offspring of many recent African or Caribbean immigrants, for instance, although "black" as part of a social category, may carry assumptions and expectations about U.S. society that differ substantially from those "black" people who have been in the United States for several generations. Teachers might also lead students to explore the varied ethnicities and cultures that are encompassed by terms, such as "Latino," "Asian," and "Native American."

Accomplished teachers facilitate students' examination of the nature of diversity, including diversity within diversity. Teachers help students understand the different attributes that might reside in a single individual and that individuals have overlapping identities and experiences. Teachers understand that as a nation, the United States represents a single fabric with many strands that cannot be isolated into single categories. Members of U.S. society overlap in many ways among complex layers of religion, ethnicity, class, sexuality, and political beliefs. Teachers also create opportunities for students to compare differing perceptions and expectations related to diversity within and across cultures, such as the varied meanings of the hijab and other forms of religious expression; the variety of ways in which diverse sexualities are both expressed and suppressed; the unevenness of racial boundaries and their fluidity in different societies; or the development of formal and informal communication.

In order to analyze fairness, equity, stereotype, and prejudice within social

studies—history, accomplished teachers study what equity means within each subject area. For example, within economics and geography teachers might have students analyze spatial patterns of differential pay for women and men or differing levels of educational attainment and salary by ethnicity and region. In government, students could discuss different levels of political participation, both voluntary and involuntary; percentage of men and women in government; proportion of minorities and poor people in jail; and tradeoffs between individual- and group-based political rights. (See Standard III—Content.)

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/FAYA-SSH.pdf>

WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD V: Fair and Equitable Learning Environment	
<p>OVERVIEW: Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.</p>	
<p>Effective language classrooms are lively, vital, and exciting places where meaningful communication in target languages occurs and where students take responsibility for their learning. Accomplished teachers of world languages create classrooms in which all students take pride in their growing language proficiency and in their increasingly adventurous explorations of new languages. Teachers exhibit a contagious enthusiasm in their teaching. They establish stimulating, relevant, and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Illuminating the practice of accomplished teachers is their concern for their students as individuals, which is a function of their understanding of the needs of the class as a whole. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, they engage students constructively in sustained activity in which students express their active, spirited involvement in and appreciation for language learning.</p> <p>Valuing Diversity to Ensure Equity and Fairness</p> <p>Accomplished teachers of world languages know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process provide powerful exemplars for young people. Therefore, they conscientiously model the kind of behavior they expect from their students. Teachers learn as much as possible about the backgrounds of their students and use this information to create inclusive learning environments. They understand and value their students as individuals by learning such information as each student's cultural, racial, linguistic, and ethnic heritage; religious affiliation; sexual orientation; family setting; socioeconomic status; exceptional learning needs; prior learning experiences; and personal interests, needs, and goals. Accomplished teachers are particularly sensitive to cultural, family, and personal distinctions and promote respect for others by honoring and respecting the differences among students.</p> <p>Teachers foster positive classroom climates that arise from mutual respect among all learners. Fairness and respect for individuals are key to their instructional practice. By valuing all members of the learning community, teachers model and promote their expectation that their students will treat one another equitably and with</p>	

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dignity. Accomplished teachers show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers allocate resources fairly, including one-on-one attention. At the same time they recognize that students' needs differ dramatically and that the most equitable distribution is not necessarily the most equal one. Aware of biases that result from assessment practices that limit opportunities for students to express their understanding, teachers determine that their assessments of student progress are fair; teachers avoid biases by providing a variety of assessments that allow a range of response modes. Using their awareness of students' backgrounds, accomplished teachers are mindful of and recognize possible misinterpretations of students' responses and actions. Teachers are alert to the ramifications of their own philosophical, cultural, and experiential biases and take these into account when teaching students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers thoughtfully examine such differences and treat students fairly. Teachers retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing the same high-quality curriculum. Accomplished educators of world languages respect the dignity and worth of each student in a manner appropriate to an equitable, multicultural society, and they include each one in the learning community as an important individual and active contributor.

Teachers seek opportunities to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Through their choice of varied structures for activities—such as whole-class, group, and individual—and of texts for study, teachers show their commitment to engaging all students in learning about themselves and others. Teachers develop and use materials and lessons that reflect the diversity of their learners, as well as the multicultural aspect of language itself. For example, in the teaching of Portuguese, accomplished teachers might analyze with their students the diversity of cultures and peoples among the Portuguese-speaking populations of Angola, Brazil, and Portugal.

Teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. As an integral part of language instruction, teachers provide appropriate cross-cultural activities. Teachers, for example, might lead discussions in the target language that explain the quinceañera celebration in Mexico for 15-year-old girls or the "adult day" for 20-year-olds in Japan. Teachers help to increase students' understanding of the diverse nature of their own and other countries and encourage students to respect and appreciate the products, practices, and perspectives of other cultures and ethnic groups. In such a way, teachers highlight the diversity as well as the commonalities among their learners and build on a source of strength and dynamism for the learning community. However, teachers also are sensitive to the student who is the only member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide

opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. A teacher might arrange service-learning opportunities in cooperation with a local heritage community organization, such as a recreation center for elderly immigrants from Russia or Francophone Africa. Through such opportunities to share experiences and cultural perspectives, students develop cultural sensitivity and acquire a deeper understanding of their own and other cultures.

Creating Safe and Supportive Environments Conducive to Language Learning

Accomplished teachers establish classroom cultures of trust and mutual respect that support and encourage students to take risks. Students in such classrooms feel optimistic that they can meet challenges with success; they want to proceed and are eager to learn. These students learn by trying out language and by using language creatively to serve communicative needs. Accomplished educators in world languages bring to their practice a vision of excellence and methods for achieving it. As experts in language teaching and experienced observers of students, teachers know when to praise and when to push; they know when to challenge and when to ease demands; they understand when to cajole and when to correct. Teachers know the right questions to ask and comments to make that show concern and care for their students and create nurturing and motivating learning environments. They also know how to pose open-ended questions that challenge students to respond at complex levels and motivate them to use language in increasingly creative and meaningful ways. Teachers readily celebrate students' accomplishments, communicating to all students a vision for their success that students might not have for themselves.

Teachers set the highest goals for all students at all developmental levels and communicate these high expectations to their students, confident that students will meet them when goals are set appropriately and conditions for learning foster significant achievement. Accomplished teachers take advantage of the initial excitement, inquisitiveness, and wonder of new language learners and develop strategies, materials, and opportunities to maintain this enthusiasm throughout the language-learning experience. When students enter the classroom with low expectations for their own language learning, teachers offer them numerous opportunities to demonstrate their expertise, motivating students toward increased proficiency. Teachers understand that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as life-long participation in language learning.

Teachers know that language learning is not a passive process; students must participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students use the target language in a variety of interactive tasks. Teachers incorporate cooperative learning experiences effectively, planning student-to-student or small-group activities in which students have the need and the motivation to communicate with each other in order to negotiate meaning in an authentic manner. These activities may involve partner practice, role play, debates,

interviews, structured writing, peer editing, and technology-based activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications and presentations.

Accomplished teachers use the physical settings of their classrooms as effective tools of instruction. In classrooms dedicated to the teaching of world languages, the physical arrangement of space, equipment, and furniture as well as appropriate props, posters, photographs, artifacts, and visuals—including many created by students, either by hand or with technology—both pique and respect students' interests and promote their involvement in dynamic language learning. By carefully selecting equipment, artifacts, and realia, teachers who must teach in a variety of classrooms create transportable and purposeful language-learning environments.

Teachers effectively manage resources, including instructional time. They establish orderly and workable learning routines that maximize student time on task. Students know what is expected of them and feel confident and willing to participate. Accomplished educators know when to extend time devoted to an activity and, just as important, when to curtail or stop an activity. To help maintain task-oriented environments, teachers clearly communicate what students are to do; teachers provide purposeful and focused explanations and demonstrations during instruction. Teachers know when and how to employ instructional cues clearly and accurately to elicit student responses and guide learners toward self-direction, deeper learning, and optimal development of their competency. In attempting new instructional strategies, teachers themselves take risks to stretch their abilities to teach. They thus model for their students a willingness to take chances and learn from experience.

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/FCYA-WL.pdf>