

National Board Professional Teaching Standards: *Standard Study Documents*

Development and Purpose:

The Standard Studies are a reorganization of the Certificate Area Standards created for the National Board Certification process. The Studies group Standards or sections of Standards across common themes to facilitate professional learning for all teachers across the educator career continuum.

It is important to recognize that the committees that developed the Standards did not intend that the Standards be pulled apart and reorganized in this way; the Standards were created holistically as a measure of what it means to be accomplished in each certificate area.

Therefore, if candidates engage in the use of the Standards Studies, they should be cautioned to not rely on these documents to understand their full Standard; candidates should read the full certificate area Standard.

As each set of Standards is created by a committee of teachers, each committee may determine to organize the Standards in a different way, making it difficult for cross-certificate area conversations. Likewise, the length of each Standard can be daunting initially. These Studies are intended to make it easy to facilitate professional learning across certificate areas and as an introduction to the Standards. If teachers want to learn more, the entire certificate area Standard is hyperlinked at the end of every section of the Studies.

Standard Studies have been created for the following topics:

- [Advocacy](#)
- [Assessment](#)
- [Collaboration](#)
- [Content Knowledge](#)
- [Equity](#)
- [Instructional Practice](#)
- [Knowledge of Students](#)
- [Leadership](#)
- [Learning Environment](#)
- [Reflection](#)
- [Student Agency](#)

Facilitation Ideas:

The Standards Studies have value for all teachers across the educator career continuum.



The educator career continuum is not always a linear progression; however, considering career stages can improve intentional plans, support, and sustainable educator professional learning.

Some examples of use:

- Teachers examine a Standard Study to self-assess and create a professional growth plan around a specific area of need.
- Teacher leaders who mentor rising educators in the pipeline or early career teachers use a Standard Study to guide conversations around practice.
- Teachers and school leaders use Standard Studies to inform feedback for colleagues.
- Induction programs embed the Standards Studies in the first three years of teacher support, creating a natural transition to candidacy.
- Teacher and school leaders generate evidence-based discussions across content and development areas using the Standard Studies to find trends of similarities, differences, strengths, and needs.
- Decision-making teams reference a Standards Study to anchor improvement and policies in best practice.

See the [National Board Resources Alignment](#) document for connections between the Standard Studies and the Five Core Propositions, and descriptions of each Standard Study.