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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.

**National Board
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Table of Contents

<u>Art (EAYA) Standard V: Curriculum and Instruction</u>	4
<u>Art (EMC) Standards V & VI</u>	17
<u>Career and Technical Education (ECYA) Standards IV, VI & VII</u>	27
<u>English as a New Language (EMC) & (EAYA) Standards V & VI</u>	43
<u>English Language Arts (EA) & (AYA) Standards IV, V, VI, VII, VIII & IX</u>	58
<u>Exceptional Needs Specialist (ECYA) Standards VI, VII, VIII & X</u>	85
<u>Generalist (EC) Standards IV, VII & VIII</u>	99
<u>Generalist (MC) Standard V: Instructional Decision Making</u>	117
<u>Health Education (EAYA) Standards III, IV, V, & VI</u>	124
<u>Library Media (ECYA) Standards II, V & VIII</u>	132
<u>Literacy: Reading-Language Arts (EMC) Standards IV, VI, VII, VIII, IX & X</u>	142
<u>Mathematics (EA) & (AYA) Standards IV & VI</u>	165
<u>Music (EMC) & (EAYA) Standard IV</u>	172
<u>Physical Education (EMC) & (EAYA) Standards III, IV & VII</u>	178
<u>School Counseling (ECYA) Standards I, IV & VIII</u>	191
<u>Science (EA) & (AYA) Standard III</u>	201
<u>Social Studies-History (EA) & (AYA) Standards II & IV</u>	210
<u>World Languages (EAYA) Standards IV & VI</u>	221

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 V: Curriculum and Instruction	
OVERVIEW: Accomplished art teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art.	
<p>Art curricula exist in an infinite array of forms based on different philosophies and theories of art, education, and learning. Accomplished art teachers understand the essential role that high-quality curriculum plays in defining, organizing, and evaluating their practice. Because curriculum outlines what is taught in schools and instruction encompasses the methodologies, or how subject matter is taught, accomplished teachers understand the complex interrelationships of the two. They are able to demonstrate an understanding of curriculum theory through their ability to develop or adapt, implement, evaluate, and revise curriculum for teaching visual arts to students ages 11 to 18+. (See Figure 2 for a visual representation of the relationship between the content of art and the teaching of art.)</p> <p>Teachers Understand Curriculum Design</p> <p>As accomplished teachers design or implement curriculum, they consider the goals of art education, the goals of general education, and the goals for lifelong learning that have been articulated at multiple levels—classroom, school, district, state, regional, and national. (See Standard I—Goals of Art Education.) They clearly understand how the art curriculum delivered in their classrooms fits into the larger context of education and interacts with larger communities, working collaboratively to ensure the comprehensive education of students. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.) Accomplished teachers understand that art education, like education in other subjects, does not happen in isolation. They know how making, studying, and responding to art connects students to the experience of other people across cultures, times, and places. Just as students grow to recognize their identities and contributions within global communities, accomplished teachers likewise understand their roles in the world of art and the role of art in general education.</p> <p>Teachers understand fully the importance of a written curriculum. When the complex content of visual arts education is recorded in writing, it clearly describes a program for student learning and educates teachers, administrators, and parents about the depth and breadth of art education. As students grow from adolescence into young adulthood, accomplished teachers build a more complex curriculum, expanding learning opportunities so that students clearly understand and are prepared to pursue a wide range of expanding options of visual arts careers or to make art a part of life outside a career. Further, a written curriculum creates opportunities for teachers in</p>	

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other subject areas to identify connections related to art and the subjects they teach. A written curriculum helps validate the place of art education in the whole school curriculum. If a district or school does not recognize the need for a written curriculum, accomplished art teachers design their own or adapt models from external sources, thereby ensuring a planned sequence of art learning for their students.

To accomplish long-term programmatic or curricular goals, teachers craft objectives for student learning that delineate a path to the attainment of essential concepts and skills. The scope and sequence of the curriculum outlines and structures the breadth and depth of content—how much, how deep, and in what order. Accomplished teachers know the importance of in-depth curriculum as opposed to broad, superficial learning activities. Therefore, they focus on enduring concepts and strive to ensure in-depth learning in the visual arts. Teachers gauge the appropriate breadth and depth of coverage of each portion of the curriculum and find innovative ways to link content, reinforce learning from previous art experiences, and support student assimilation of complex concepts. They involve their students in curriculum design, and they plan opportunities for students to make choices about what to study. (See Standard IV—Content of Art.)

Careful articulation of curriculum can also contribute to the goal of fostering meaningful, in-depth learning. When possible, accomplished teachers carefully plan with other art teachers to provide continuity and avoid duplication of content and to ensure that there is a logical sequence of learning. Teachers view a set curriculum as a framework that ensures consistency of content for all students rather than as a constraint to creative and intellectual freedom. They demonstrate the ability to design and implement creative instructional experiences that are engaging and relevant to both students and teachers and that embody the art of teaching. Mindful of the importance of maintaining the integrity of the art curriculum, they also understand that planning with teachers in other content areas helps validate, maintain, and strengthen the value and contributions of visual arts content in an integrated curriculum. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers Design Curriculum in Relation to Different Ways Students Learn

In formulating their own goals for art curricula, teachers use their knowledge of students to determine the developmental appropriateness of curricular content and its relevance to the interests and needs of diverse learners. Whether planning an individual lesson or an entire sequence of learning, they know the skills and concepts that their students will need to learn in order to be successful. They evaluate the prior knowledge and experiences of students and consider various possibilities where they might venture beyond the art program; from this knowledge base, teachers make informed judgments about what they must address within the art curriculum to foster the future success and fulfillment of students. (See Standard II—Knowledge of Students as Learners.)

In designing curriculum, teachers consider multiple modes of learning, different kinds of expression, varying learning styles, and other factors that affect student achievement. (See Standard III—Equity and Diversity.) Taking care to include knowledge, concepts, skills, and processes in the cognitive, affective, and psychomotor domains, teachers base their curricula on comprehensive art content, including art making, art criticism, art history, and aesthetics. The specific content for art curricula are constructed to provide essential learning: what every child should know and be able to do, as defined by local, state, and national standards. (See Standard IV—Content of Art.)

Teachers Build Curriculum on the Goals of Art Education

Building classroom curriculum on the overarching goals of art education, accomplished teachers design curriculum to immerse students in a rich body of art content. They select content that focuses on the enduring ideas in art, thereby increasing the probability that student experiences in making and studying art will be meaningful. By focusing on these important learning objectives as they craft school-level curriculum, accomplished teachers create programs of study that offer many possible approaches. The art curricula of accomplished art teachers embody diverse theories and philosophies but have in common the most important and substantive learning goals of art education. (See Standard I—Goals of Art Education.)

Accomplished teachers design curriculum that enables students to make art through the skills, techniques, and processes used by artists throughout time. The primary goal of teachers is to help students understand and employ techniques and information from the field of art as they explore the world around them through broad and rich learning experiences. Although the acquisition of art-making skills is important, art teachers find the idea of students who do not study and experience the art of others as alien as the notion of writers who do not read. They know that studying and responding to works of art not only educates students about the world of art but also significantly improves student abilities in creating quality works of art.

A comprehensive, balanced curriculum includes units of instruction that enhance the abilities of students to respond to and think critically about works of art, design, and visual culture. In some programs of study, art is a vehicle by which students can explore and understand the many different communities of the world, both past and present. Studying art further provides opportunities for students to think about their own lives, values, and cultures, as well as their own unique roles in the world. Art helps students look at the world through aesthetic lenses. Teachers design learning experiences that help students understand the complex relationships among content, form, and the context in which art is produced. In a world that abounds in visual images, accomplished teachers want students to investigate the many options that exist for careers related to the visual arts. Career awareness is not only important at the high school level, but it also is an essential component throughout all levels of visual arts education. With the escalation of technology, visual literacy and the capabilities of processing information by means of electronic media will be essential in

the twenty-first century workplace. Further, accomplished teachers ensure that art has a place in all students' lives beyond the school years.

Through their curriculum design and instructional choices, teachers strive to help students understand the impact that art has had and continues to have on human society. They seek to convey the idea that art communicates social values even as it challenges and shapes them. Rituals and customs of societies are reflected in art; the work of one group of people can also influence and be evidenced in art or artifacts created in another culture. Works of art document history; they can also question cultural practices or challenge traditions and myths. Works of art can symbolize social unity or illustrate divisions within a community. For example, some viewers might interpret a painting as a symbol of pride and determination, whereas for others, it might represent feelings of alienation from traditional ideals and values. Accomplished teachers help their students understand relationships between the roles and functions of art and the development and preservation of societal structures.

Teachers recognize that the creation and study of art represent significant opportunities to explore ethical and philosophical issues. They know that the arts have always reflected and challenged societal values. They help students express their developing perceptions and understandings through artistic creation, recognizing that adolescence is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life during the quest for independence. Teachers use the study of works of art to show students how others have confronted philosophical and ethical questions through art. In so doing, they provide the basis for open student expression, discussion, and debate about important human issues. (See Standard II—Knowledge of Students as Learners and Standard IV—Content of Art.)

Teachers Understand the Complex Nature of Teaching Art

A command of the content of art serves as a foundation for most of the instructional decisions that art teachers make. Accomplished teachers combine a breadth of general content knowledge with in-depth knowledge and skill in at least one area of expertise—art making, criticism, history, or philosophy. This thorough understanding of art, complemented by a strong grasp of teaching strategies, leads teachers to make thoughtful choices about the organization, structure, and pacing of learning experiences in the classroom. These teachers have a clear sense of what best prepares students for future learning, anticipate where and when students may have problems, know when guided demonstrations and carefully structured explorations of materials are needed, and proceed accordingly to make the best use of limited time. They also employ a variety of instructional methods to provide opportunities for students to work individually and in groups.

Concurrently, they perform different roles for students, acting—as necessary— as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and artists. As orchestrators of learning,

they make sound judgments about the use of time, knowing when to alter or abandon methods that are not helping to achieve the goals of the instructional program. They recognize and take advantage of unique opportunities provided by unexpected events, comments, and developments that occur in the art room and use them to further student growth. (See Standard IV—Content of Art and Standard V— Curriculum and Instruction.)

Teachers Use a Range of Instructional Strategies for Teaching the Content of Art

The pedagogy of accomplished art teachers involves the sophisticated integration of their deep knowledge and understanding of the domain of art, instructional methodologies, and curriculum. They know how to teach the content of art. Accomplished art teachers select teaching strategies that offer students the greatest opportunity for success in achieving the identified goals of the visual arts curriculum.

The instruction of accomplished teachers is results-oriented and is composed of strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals and to assume responsibility for their own learning and assessment. They sequence learning so that short-term accomplishments occur periodically along the way, gradually directing learners toward overarching, long-term expectations. They understand how opportunities to experiment, explore, and ask questions are vital to the development of the abilities of students to make, experience, and understand art.

Teachers know that students learn in many ways and that any given endeavor has multiple pathways to success. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.) The repertoire of accomplished teachers includes a wide variety of strategies for exploring a given topic or process, engaging students in research, and guiding them as they inquire. The instructional strategies of accomplished teachers might include, but are not limited to, questioning techniques, discussions, cooperative learning, teamwork, independent study, discovery, purposeful game playing, debates, inquiry, simulations, graphic organizers, projects, and synectics. Teachers are skilled in direct teaching and demonstrating specific processes in ways that help students understand the concept being presented. They know when and how to apply specific methods, recognize when modifications are needed, and evaluate the relative success of each instructional approach.

Recognizing the central role of inquiry in meaningful visual arts learning, accomplished teachers encourage students to puzzle, to wonder, and to question; they teach them to make reasoned arguments, to analyze the positions of others, and to be open to differing points of view. Knowing how creating and studying art contribute to the development of belief systems, they challenge students to determine why they hold the beliefs that they do. The students of accomplished teachers set their own problems to solve, and as they work, their repertoires of problem-solving skills expand and continue to evolve. Teachers engage adolescents and young adults in independent and sufficient research, encouraging the maximum use of a variety of resources.

Finally, accomplished teachers enable students to exercise metacognitive skills to think about their own thinking as they create, study, and learn to appreciate works of art.

Teachers recognize the importance of specific teaching contexts in shaping their selection of teaching strategies. Flexibility defines their practice; they stand ready to select from among a range of promising strategies in order to achieve positive results with their students. They are adept at thinking on their feet, making instantaneous decisions that might require changes in methods of instructional delivery. Their repertoire of strategies enables them to tailor instruction when necessary. Their knowledge of the students they teach serves as the critical touchstone in their instructional decision making.

Teachers employ a range of strategies for assessing individual student progress. They assess students' works in progress as well as their accomplishments over time. The assessment information that teachers gather guides them as they make decisions about the effectiveness of individual learning experiences, the general effectiveness of their teaching, and the overall efficacy of their curriculum and program design. They reflect on their own success and that of their students and use this information to revise their curriculum and make recommendations about the future direction of the art programs in their schools. As orchestrators of learning, they make sound judgments about the use of limited time and resources, knowing when to alter or abandon methods that are not advancing the goals of the instructional program. (See Standard II—Knowledge of Students as Learners, Standard IV—Content of Art, Standard VI—Assessment, Evaluation, and Reflection on Student Learning, and Standard X—Reflective Practice.) They constantly add to their classroom repertoires, including effective demonstrations, explanatory analogies, and learning experiences that show promise of intriguing students and of stimulating their interest and thinking. They continue to learn new methods of delivery and refine the instructional strategies and techniques they already use.

Teachers Recognize the Importance of Effective Planning

Accomplished teachers understand that effective planning is key to successful instruction and program implementation. Preparation for teaching involves countless activities, such as selecting content, reflecting, making decisions, scheduling, and recording student progress. Teachers plan learning experiences at appropriate levels of difficulty. They skillfully determine what resources they will need for specific lesson requirements, what strategies will be used, and the time and sequencing of various learning experiences. They understand that careful planning, interesting and engaging learning experiences, clear expectations, and an appropriate pace often help prevent disruptions and off-task behaviors.

Using their knowledge of pedagogy and of students, they think about what questions that students might ask, what naive or incomplete understandings might surface, and what particular concepts might cause difficulties. Through thoughtful, in-depth planning and instruction organized to maximize student achievement, teachers

conceptualize and implement their curriculum goals. They plan the content and skills students should master, the timing and pacing of instruction, and the types of feedback they will give. Comprehensive planning also includes alternative methodologies for modifying instruction, making extensions based on students' prior knowledge, and evaluating to inform subsequent preparation.

Accomplished art teachers plan as many opportunities as possible for students to construct and assess their own knowledge, providing time for analyzing, synthesizing, and evaluating ideas. They understand that students engaged in sophisticated levels of creative thinking are more likely to apply knowledge meaningfully. By planning for and selecting the most appropriate strategies, resources, and learning experiences, accomplished teachers create learning environments in which students flourish, think critically, become self-confident, assume self-direction, and grow increasingly self-reliant.

Whether setting short- or long-term instructional goals; preparing materials and resources for student use; selecting learning strategies; or designing enrichment, remediation, or accommodations for students with exceptionalities, accomplished teachers understand the importance of effective and efficient planning. They plan individually and with colleagues to make sure that the needs and interests of students are considered. Teachers understand that even the best plans are merely blueprints for instruction; even the best-prepared teacher must anticipate alterations, delays, and unexpected challenges in instruction. Accomplished visual arts teachers are master curriculum designers, mapping journeys of inquiry for students so they can learn in and through art. (See Standard II—Knowledge of Students as Learners, Standard VIII—Learning Environments, and Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Teachers Know How to Deliver the Content of Art

Accomplished teachers know and understand that through instruction, the content of the curriculum comes alive. By translating curriculum into exciting, meaningful learning experiences for students, teachers plan and deliver the complexities of art content by means of an extensive repertoire of instructional strategies. They focus learning experiences on works of art created by students and other artists in diverse cultures and time periods.

The instructional delivery of accomplished teachers is marked by smoothness, clarity, and coherence; when a shift in emphasis or approach is needed, teachers adjust with skill and efficiency. Classroom management routines are handled smoothly, transitions flow easily, few disruptions mar the focus on learning, and students and teachers work together harmoniously. At the same time, teachers know that very often what looks like random or chaotic activity is really the creative dialogue and interactions of students experiencing the excitement of significant learning. They channel student energies, guide students without squelching their excitement, and direct their enthusiasm toward meaningful art experiences. They notice most classroom events,

quickly interpret the instructional or social importance of these events, and respond efficiently to potential or actual disruptions.

Teachers recognize the multiple connections that can be established within the study of art and the countless instructional strategies that can be used to address art content. Their intimate understanding of the content of art allows them to address issues with flexible and fluid expertise, moving within and between different aspects of art content. Teachers know that adolescents and young adults possess a repertoire of ways to advance artistically, and they understand that art is a universal visual language that uses images to express ideas, concepts, and meanings graphically.

Accomplished teachers facilitate opportunities for students to study the complex features of works of art and how those features interrelate. They are careful not to reduce the richness of art content to narrow topics, skills, or vocabulary taught in isolation. Teachers encourage students to analyze intrinsic and extrinsic characteristics of works of art, interpret the works orally or in written form, and compare and contrast works of art—their own and those of others. Through the study of extrinsic characteristics such as the context of the works of art, accomplished teachers extend the dimensions of student understandings, interpretations, and judgment of these works. Teachers encourage discussion of and reflection on the meanings derived from analyses and interpretations of visual, spatial, and temporal characteristics, functions, and purposes of works of art. Teachers lead students to understand that they can respond to a work of art whether or not they like the work. They also help students understand that artwork can evoke deep and resonant feelings.

Teachers organize their curriculum around the study of art, taking into account methods of inquiry, processes, and the products of art making. They also teach students how to study and interpret works of art (e.g., drawing on the methodologies of the fields of art history, art criticism, and aesthetics) and how to evaluate their own artwork, the work of their peers, and the works of other artists. Teachers guide students to apply concepts learned in the study of one medium to other art forms or processes; they also show connections to other arts disciplines, such as music, theatre, and dance.

Accomplished teachers give students authentic purposes for making art and making choices in subject matter, themes, and materials. Teachers employ various strategies to support students as they solve representational problems by working from the imagination, memories, personal experiences, and observations in everyday life. They help students understand art as visual narrative, storytelling by means of images and symbols. They guide students in the study, exploration, and use of style, symbol, and metaphor in art. They teach students the skills needed to make creative decisions and help them understand why such decisions are important. Teachers have students revisit their artwork, and they challenge the students to develop new understandings about what they have created.

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

Teachers Help Students Make Art While Teaching How and Why Works of Art Are Made

Teachers help students see that art is made for many reasons and in various ways. They understand that making art involves imagination and invention—or may follow convention—and the interrelationship of a variety of factors, including choice of art form, idea, subject, style, composition, and medium. They are also aware that art has served a variety of functions and purposes for different peoples in various times and places. Art making is the expression of ideas, qualities, and emotions through the vehicles of form and forming processes. Teachers help students express their visions and perspectives through different art media, modes, styles, and forms. They understand the multifaceted interplay of these components and strive to help students develop an increased facility with art-making processes.

Teachers help students gain technical control of their art making so that they can give form to their ideas. They also encourage students to experiment and expand their repertoire of art techniques. They do so by designing instructional opportunities that build on and challenge the understanding, sensibilities, and technical skills of students. At the same time, they work with students to perfect established techniques and forms from contexts and cultures where the purpose of art is not to be unique, but to value the mastery of well-established and traditional forms.

Important goals for teachers include having students understand the relationship among formal content or elements of structure and function as works of art are studied and having students skillfully apply such understandings in their own work. They help students recognize the various ways that such elements as color, line, and composition are used to express and shape ideas, themes, subjects, metaphors, and symbols in making some works of art. They show students how design variations result in differences in style and meaning.

Teachers help students connect their own art techniques to those used by other artists. They also foster student understanding by modeling and reflecting on their own art-making processes. In addition, they help students see the interrelationships between various processes of art making and the viewpoint they want to convey. They

help students link the ideational, formal, expressive, and stylistic qualities of their own work to the work of artists who represent different times, places, and orientations.

Teachers help students recognize unique styles of individual artists and examine how personal background, interests, preferences, social needs, manipulative skills, media, techniques, and prevailing styles influence the styles of artists. With such an appreciation, teachers encourage and assist students who are beginning to develop their own styles.

All such work is facilitated by teachers establishing an environment in which students begin to discuss, examine, and share aspects of their art-making process both orally and through writing. Conversations with artists and examinations of historical materials, such as artists' journals and sketchbooks, are used by these teachers to provide various perspectives on art-making processes. (See Standard IV—Content of Art.)

Teachers Help Students Experience and Understand Art

Accomplished teachers engage students in the study, interpretation, and evaluation of works of art, including works of different artists and cultures, as well as those by peers and themselves. For accomplished art teachers, it is clear that making, interpreting, and evaluating works of art are inextricably interwoven endeavors. These teachers enrich students' experience of art by equipping them with interpretive and evaluative processes together with a knowledge base of historical, critical, and aesthetic concepts. These skills and concepts complement and support student art making and enhance their ability to interpret and evaluate works of art.

Teachers recognize that beginning students often form immediate judgments about the quality, meaning, and beauty of a work of art. They do not suggest that a student ignore or abandon such an initial response, but instead introduce and lead students toward different ways of interpreting and evaluating art. They broaden understanding by helping students develop a repertoire of questions to address issues raised by works of art, including cultural, historical, political, economic, and other artistic issues that may be represented or addressed within a work. They introduce students to different forms of theoretical and philosophical analysis of art by making theories of art accessible to students, often translating them into terms and ideas more compatible with student understanding, and by providing examples that clearly illustrate theoretical claims.

To broaden students' perspectives and sensibilities and foster respect for all forms of art, teachers introduce them to artists and artifacts from a variety of cultures, periods, places, and styles. Teachers recognize that knowledge of the context in which works of art were created prepares students to address issues of meaning. Therefore, they help students become familiar with the history of art and particular artists, the history of the art of different cultures, and other influences relevant to interpretation. In so doing, they seek to foster student understanding of the relationships among time,

place, and events that have influenced the creation of works of art. Therefore, effective art education requires teachers to make reasoned selections of works of art to support teaching goals.

The emotional responses students have to the aesthetic power of works of art are cultivated in the classrooms and studios of accomplished teachers. A wide range of art work is employed to elicit varying aesthetic responses, and students share their reactions publicly to cultivate an ability to examine and reflect on their response to works of art. Teachers are sensitive to differences in students' aesthetic experiences with works of art and to the varying aesthetic values of different cultures, and they consider these as they introduce students to different works of art. They recognize that experiencing art need not be limited to work that has been acknowledged by critics and historians. In fact, the same questions directed toward an acclaimed work of art can be directed toward student work. These teachers recognize that such questions encourage respect for student work and promote students' sense of being connected to the larger world of art.

Teachers recognize that the making and experiencing of art have been central to virtually all cultures and eras; that art has served different functions and purposes in different contexts; and that different aspects of art, such as form, media, and style, have been used to satisfy similar functions and purposes in those different contexts. Using an array of instructional resources, teachers help students appreciate the diversity and uniqueness of artistic responses over time and place and across cultures, thereby enhancing their understanding of cultures and historical eras. Teachers also help students see that art has varied with respect to its aesthetic, economic, functional, and political significance in different cultures and times. They encourage an open dialogue concerning the definition and description of art, which might encompass forms of art, schools of art, and the art of other peoples.

Teachers are aware that art is experienced in many different ways by individuals who come to a work of art with their own tastes, preferences, and understandings. They know that the goal of experiencing art is not to arrive at a consensus view. Instead, they want students to have unique, informed, and enriching experiences with works of art. To enhance such possibilities, teachers introduce students to methods and models of art criticism, and they assist students in employing this knowledge to explore meanings and uses of the art they encounter. In doing so, they help students make reasoned interpretations and evaluations of works of art, and they encourage students to view art from a variety of perspectives and to share their views publicly. (See Standard IV—Content of Art and Standard VII—Instructional Resources and Technology.)

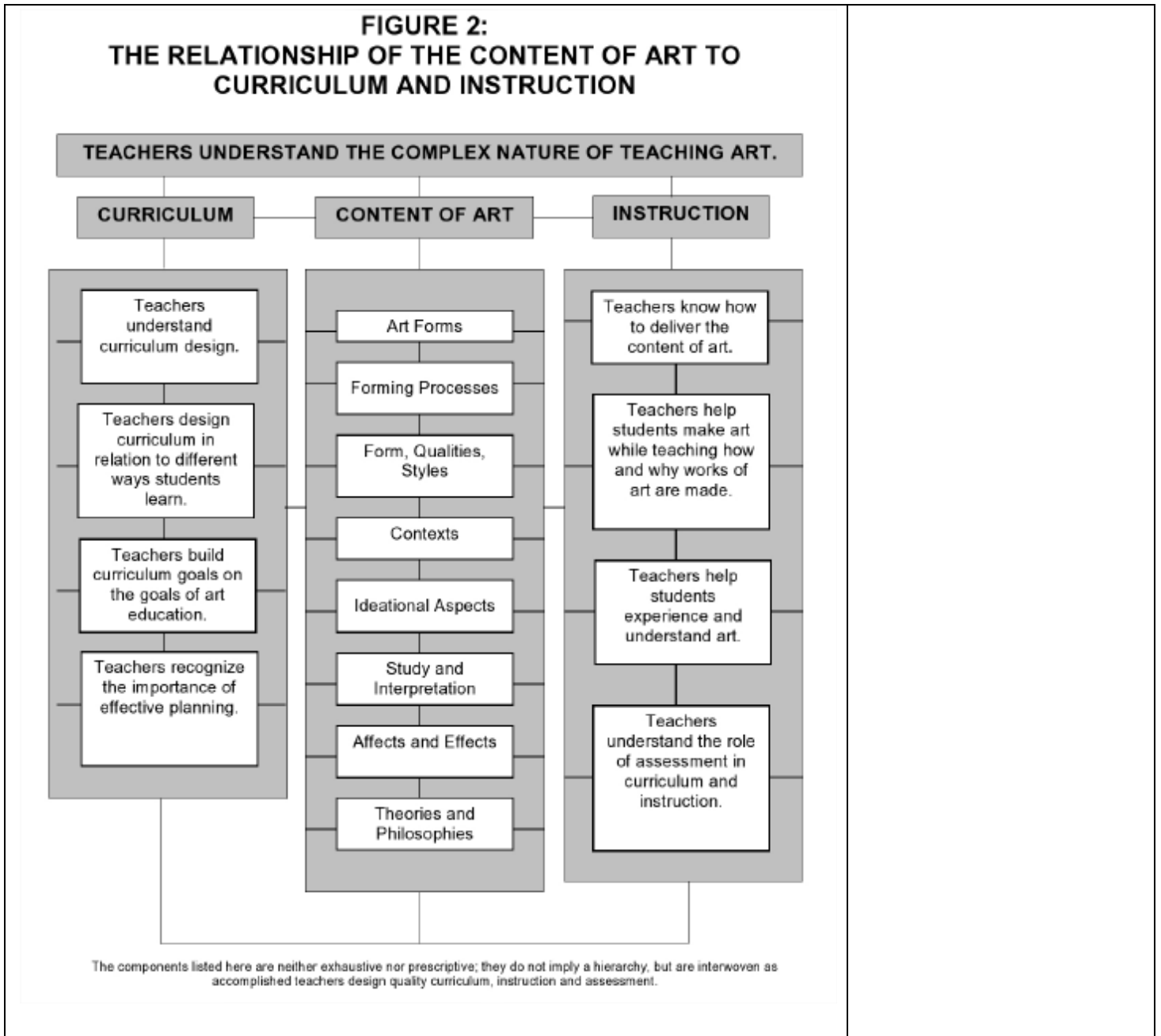
Teachers Understand the Role of Assessment in Curriculum and Instruction

Quality assessment practices have the power to support learning, just as ill-designed or haphazard assessment can undermine instruction. Accomplished teachers have a command of a wide range of assessment methods and strategies that align with the

central goals of the art curriculum. They use their assessment practices to guide instruction, involve students in thinking about their own progress, and keep parents and other concerned adults informed about student work and progress.

In the practice of accomplished teachers, assessment and the daily flow of instructional activity are difficult to separate or distinguish from one another. Assessment takes place before, during, and after instruction and intertwines with it. Teachers use such techniques as concept mapping or group dialogue to assess students' prior knowledge. They observe class transactions, for example, keeping anecdotal records of the quality of student contributions to small-group discussions, project designs, and other problem-solving experiences. They have procedures for credibly managing the task of thoughtfully and systematically recording their observations of student learning experiences and performances. For example, they observe each student at regular intervals rather than only when something unusual has happened to prompt an observation. Insights gained from assessments clearly inform the practice of accomplished teachers, shedding light on student progress with implications for the design of curriculum and instruction. (See Standard II—Knowledge of Students as Learners and Standard VI—Assessment, Evaluation, and Reflection on Student Learning.)

Continued on next page.



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>

<p>ART (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD V: Curriculum and Instruction STANDARD VI: Instructional Resources and Technology</p>	
<p>OVERVIEW: The ultimate goal of the accomplished teacher— beyond all else—is to provide children access to the processes, ways of thinking, and modes of learning that come only from the study of the visual arts. Through accomplished art teaching, students can be equipped with a set of lifelong skills, perspectives, sensibilities, and understandings that will enhance their abilities to know, see, and relate to everyday experiences through art. <i>From the Introduction, p. 11</i></p> <p>Accomplished teachers use their knowledge of art and students to organize, design, deliver, and evaluate curriculum and instruction to help students make, study, and respond to works of art. (Standard V)</p> <p>Accomplished teachers create, select, and adapt a variety of resources, materials, and technologies that support students as they learn in and through the visual arts. (Standard VI)</p>	
<p>Standard V: Curriculum and Instruction</p> <p>Art curricula exist in an infinite array of forms based on different philosophies and theories of art, education, and learning. Accomplished art teachers understand the essential role that high-quality curriculum plays in defining, organizing, and evaluating their practice. Because curriculum outlines “what” is taught in schools and instruction encompasses the methodologies, or “how,” accomplished teachers understand the complex interrelationships of the two. They are able to demonstrate an understanding of curriculum theory through their ability to develop or adapt, implement, evaluate, and revise curriculum for teaching visual arts to children ages three to 12.</p> <p>Teachers Understand Curriculum Design</p> <p>As accomplished teachers design curriculum, they consider the goals of art education, the goals of general education, and goals for lifelong learning that have been articulated at multiple levels—classroom, school, district, state, regional, and national. (See Standard I—Goals of Art Education.) They clearly understand how the art curriculum delivered in their classrooms fits into the larger context of education and interacts with larger communities, working collaboratively to ensure the</p>	

comprehensive education of children. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Accomplished teachers understand that art education, like education in other subjects, does not happen in isolation. They know how making, studying, and responding to art connects students to the experience of other people across cultures, times, and places. As students grow to recognize their identities and contributions within global communities, accomplished teachers likewise understand their roles in the world of art and education in general.

Teachers understand fully the importance of written curriculum. When the complex content of visual arts education is recorded in writing, it not only clearly describes a program for student learning, it also educates teachers, administrators, and parents about the depth and breadth of art education. A written curriculum furthermore creates opportunities for teachers in other subject areas to identify connections between art and the subjects they teach. A written curriculum helps validate the place of art education in the whole school curriculum. If a district or school does not recognize the need for a written curriculum, accomplished art teachers design their own or adapt models from external sources, thereby ensuring a planned sequence of art learning for their students.

In formulating their own goals for art curricula, teachers weigh their knowledge of students to determine the developmental appropriateness of curricular content and its relevance to the interests of diverse learners. Whether planning an individual lesson or an entire sequence of learning, they know the skills and concepts that their students will need to learn in order to be successful. They evaluate students' prior knowledge and experiences and find out where students intend to venture beyond the art program; from this basis of knowledge, teachers make informed judgments about what must be addressed within the art curriculum to foster students' future success. (See Standard II—Knowledge of Students as Learners.)

In designing curriculum, teachers consider multiple modes of learning, different kinds of expression, varying learning styles, and other factors that affect student achievement. (See Standard III—Equity and Diversity.) Taking care to include knowledge, concepts, skills, and processes in the cognitive, affective, and psychomotor domains, they base their curricula on comprehensive art content, including art making, art criticism, art history, and aesthetics. The specific content for art curricula are constructed to provide essential learning: what every child should know and be able to do, as defined by local, state, or national standards.

To accomplish long-term programmatic or curricular goals, teachers craft objectives for student learning that delineate a path to the attainment of essential concepts and skills. The scope and sequence of the curriculum outlines and structures the breadth and depth of content—how much, how deep, and in what order. Accomplished teachers are cognizant of current research on the effectiveness of United States school curricula and strive to ensure in-depth learning in the visual arts—a particular challenge for teachers who see their students infrequently. Teachers gauge the appropriate breadth and depth of coverage of each portion of the curriculum and find

innovative ways to link content, reinforce learning from previous art experiences, and support student assimilation of complex concepts. They involve their students in curriculum design, and they plan opportunities for students to make choices about what to study.

Careful articulation of curriculum within grades; between preschool, elementary, and middle school levels; and across schools can also contribute to the goal of fostering meaningful, in-depth learning. Accomplished teachers carefully plan with other art teachers to provide continuity and avoid duplication of content; to ensure that there is a logical sequence of learning from prekindergarten through sixth grade; and to ensure that district curriculum at a particular grade level is implemented consistently in all schools. Teachers view a set curriculum as a framework that ensures consistency of content for all students rather than as a constraint to creative and intellectual freedom. They demonstrate the ability to design and implement creative instructional experiences that are engaging and relevant to both students and teachers and that embody the art of teaching. Mindful of the importance of maintaining the integrity of the art curriculum, they also understand that planning with teachers in other content areas helps validate, maintain, and strengthen the value and contributions of visual arts content in an integrated curriculum. (See Standard VIII— Collaboration with Families, Schools, and Communities.)

Teachers Build Curriculum on the Goals of Art Education

Building classroom curriculum on the overarching goals of art education, accomplished teachers design curriculum to immerse students in a rich body of art content. They select content that focuses on the major ideas in art, thereby increasing the probability that student experiences in making and studying art will be meaningful. By focusing on these important learning objectives as they craft school-level curriculum, they offer limitless options for programs of study. The art curricula of accomplished art teachers embody diverse theories and philosophies but have in common the most important and substantive learning goals of art education. (See Standard I—Goals of Art Education.)

Accomplished teachers design curriculum that enables students to make art through the skills, techniques, and processes used by artists throughout time. Teachers' primary goal is to teach children to understand and employ techniques and information from the field of art as they explore the world around them through broad and rich learning experiences. Although the acquisition of art-making skills is important, art teachers find the idea of children who do not study and experience the art of others as alien as the notion of writers who do not read. A comprehensive, balanced curriculum includes units of instruction that enhance students' ability to respond to and think critically about works of art. In some programs of study, art is a vehicle by which students can explore and understand the many different communities of the world, both past and present. Studying art further provides opportunities for students to think about their own lives, values, and cultures, as well as their own unique places in the world. Art helps students look at the world through aesthetic lenses. Teachers design learning

experiences that help students understand the complex relationships among content, form, and the context in which art is produced. In a world that abounds in visual images, accomplished teachers want students to investigate the many options that exist for careers related to the visual arts.

Through their curriculum design and instructional choices, teachers strive to help students understand the impact that art has had and continues to have on human society. They seek to convey the idea that art communicates social values even as it challenges and shapes them. Rituals and customs of societies are reflected in art; the work of one group of people can also influence and be evidenced in art or artifacts created in another culture. Works of art document history; they can also question cultural practices or challenge traditions. Works of art can symbolize social unity or illustrate divisions within a community. For example, a painting might be interpreted as a symbol of pride and determination by some viewers, whereas for others it might represent feelings of alienation from traditional ideals and values. Accomplished teachers help their students understand relationships between the roles and functions of art and the development and preservation of societal structures.

Teachers recognize that the creation and study of art represent significant opportunities to explore ethical and philosophical issues. They know that the arts have always reflected and challenged societal values. They help students express their developing perceptions and understandings through artistic creation, recognizing that childhood is a particularly defining time in one's life—a time when one first confronts the major philosophical and ethical questions of life. Teachers use the study of works of art to show students how others have confronted philosophical and ethical questions through art. In so doing, they provide the basis for open student expression, discussion, and debate about important human issues.

Teachers Use a Range of Instructional Strategies for Teaching the Content of Art

The pedagogy of accomplished art teachers involves the sophisticated integration of their deep knowledge and understanding of the domain of art, instructional methodologies, and curriculum. They know how to teach the content of art. Accomplished art teachers select teaching strategies that offer students the greatest opportunity for success in achieving the identified goals of the visual arts curriculum.

The instruction of accomplished teachers is results-oriented; it comprises strategies carefully and intentionally chosen to maximize student learning. Teachers teach students to set goals. They sequence learning so that short-term accomplishments occur periodically along the way, gradually directing learners toward overarching, long-term expectations. They understand how opportunities to play, explore, and ask questions are vital to the development of students' ability to make, experience, and understand art.

Teachers know that children learn in many ways and that there are multiple pathways to success in any given endeavor. (See Standard II—Knowledge of Students as Learners

and Standard III—Equity and Diversity.) The repertoire of accomplished teachers includes a wide variety of strategies for exploring a given topic or process, engaging students in research, and guiding them as they inquire. Teachers’ instructional strategies might include, but are not limited to, the use of questioning techniques, discussions, cooperative learning, teamwork, independent study, discovery, purposeful game playing, debates, inquiry, simulations, graphic organizers, projects, and synectics. Teachers are skilled in direct teaching and demonstrating specific processes in ways that help students understand the concept being presented. They know when and how to apply specific methods, recognize when modifications are needed, and evaluate the relative success of each instructional approach.

Teachers recognize the importance of specific teaching contexts in shaping their selection of teaching strategies. Flexibility defines their practice; they stand ready to select from among a range of promising strategies in order to achieve positive results with their students. They are adept at thinking on their feet, making instantaneous decisions that might require changes in methods of instructional delivery. Their repertoire of strategies enables them to tailor instruction when necessary. Their knowledge of the students they teach serves as the critical touchstone in their instructional decision making.

Teachers employ a range of strategies for assessing individual student progress. They assess student works in progress as well as students’ accomplishment over time. The assessment information teachers gather guides them as they make decisions about the effectiveness of individual learning experiences, the general effectiveness of their teaching, and the overall efficacy of their curriculum and program design. They reflect on their own success and that of their students and use this information to revise their curriculum and make recommendations about the future direction of the art programs in their schools. As orchestrators of learning, they make sound judgments about the use of limited time and resources, knowing when to alter or abandon methods that are not advancing the goals of the instructional program. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.) They continue to learn new methods of delivery and refine the instructional strategies and techniques they already use.

Teachers Recognize the Importance of Effective Planning

Accomplished teachers understand that effective planning is key to successful instruction and program implementation. Mental and physical preparation for teaching involves countless activities such as thinking, making decisions, creating, reviewing, selecting, recording, and scheduling. Teachers plan learning experiences at appropriate levels of difficulty. They skillfully determine what resources will be needed for specific lesson requirements, what strategies will be used, and the time and sequencing of various learning experiences. They understand that careful planning, interesting and engaging activities, clear expectations, and a brisk pace help prevent disruptions and off-task behaviors.

Using their knowledge of pedagogy and of students, they think about questions that students might ask, when naive or incomplete understandings might surface, and particular concepts that might cause difficulties. Through thoughtful, in-depth planning and instruction organized to maximize student achievement, teachers conceptualize and implement their curriculum goals. They plan the content and skills to be mastered, the timing and pacing of instruction, and the types of feedback to be given. Comprehensive planning also includes alternative methodologies for modifying instruction, making extensions based on students' prior knowledge, and evaluating to inform subsequent preparation.

Accomplished art teachers plan as many opportunities as possible for students to construct their own knowledge, providing time for analyzing, synthesizing, and evaluating ideas. They understand that students engaged in sophisticated levels of creative thinking are more likely to apply knowledge meaningfully. By planning for and selecting the most appropriate strategies, resources, and learning experiences, accomplished teachers create learning environments in which students flourish, think critically, become self-confident, assume self-direction, and grow increasingly self-reliant. (See Standard VII—Learning Environments.)

Whether setting short- or long-term instructional goals; preparing materials and resources for student use; selecting learning strategies; or designing enrichment, remediation, or accommodations for exceptional children, accomplished teachers understand the importance of effective and efficient planning. They plan individually and with colleagues to make sure that the needs and interests of students are considered. Teachers understand that even the best plans are merely blueprints for instruction; even the best-prepared teacher must anticipate alterations, delays, and unexpected challenges in instruction. Accomplished visual arts teachers are master curriculum designers, mapping journeys of inquiry for students so they can learn in and through art.

Teachers Deliver the Content of Art

Accomplished teachers know and understand that through instruction, the content of the curriculum comes alive. By translating curriculum into exciting, meaningful learning experiences for children, teachers plan and deliver the complexities of art content by means of an extensive repertoire of instructional strategies. They focus learning experiences on works of art created by students and other artists.

The instructional delivery of accomplished teachers is marked by smoothness, clarity, and coherence; when a shift in emphasis or approach is needed, teachers adjust with skill and efficiency. Classroom management routines are handled smoothly, transitions flow easily, few disruptions mar the focus on learning, and students and teachers work together harmoniously. At the same time, teachers know that very often what looks like random or chaotic activity is really the creative chatter and excitement of significant learning. They channel student energies, guide students without squelching their excitement, and direct their enthusiasm toward meaningful art experiences. They

<p>notice most classroom events, quickly interpret the instructional or social importance of these events, and respond efficiently to potential or actual disruptions.</p> <p>Teachers recognize the multiple connections that can be established within the study of art and the countless instructional strategies that can be used to address art content. Their intimate understanding of the content of art allows them to address issues with flexible and fluid expertise, moving within and between different aspects of art content. Teachers know that even young children possess a repertoire of ways to advance artistically, and they encourage exploration of symbols and metaphors and the study of artists who use symbolism in their work. They understand that art is a universal visual language that uses images to express ideas, concepts, and meanings graphically.</p> <p>Accomplished teachers facilitate students' understanding of the complex features of works of art and how those features interrelate. They are careful not to reduce the richness of art content to narrow topics, skills, or vocabulary taught in isolation. Teachers encourage students to analyze intrinsic characteristics of works of art, interpret the works orally or in written form, and compare and contrast works of art—their own and those of others. Teachers encourage discussion of and reflection on the meanings derived from analyses and interpretations of visual, spatial, and temporal characteristics, functions, and purposes of works of art. Teachers lead students to understand that they can respond to a work of art whether or not they like the work. They also help students understand that artwork can evoke deep and resonant feelings.</p> <p>Teachers organize their curriculum around the study of art, taking into account methods of inquiry, processes, and the products of art making. They also teach students how to study and interpret works of art (e.g., drawing on the methodologies of the fields of art history, art criticism, and aesthetics) and how to evaluate their own artwork, the work of their peers, and works of other artists. Teachers help guide students to apply concepts learned in the study of one medium to other art forms or processes; they also show connections to other arts disciplines, such as music, theatre, and dance.</p> <p>Accomplished teachers guide students in creating art for personal expression. They give students authentic purposes for making art and making choices in subject matter, themes, and materials. Teachers employ various strategies to support students as they solve representational problems by working from the imagination, memories, personal experiences, and observations in everyday life. They help students understand art as visual narrative, storytelling by means of images and symbols. They guide students in the study, exploration, and use of style, symbol, and metaphor in art. They teach students the skills needed to make creative decisions and help them to understand why such decisions are important. Teachers have students revisit their artwork, and they challenge the students to develop new understandings about what they have created.</p> <p>Additionally, teachers help children identify strong connections across the school curriculum and examine the role that art plays in their lives at home and in the</p>	
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community. Teachers work with their students to help them understand their roles as audiences for art, consumers of art, teachers of art, and advocates for art education, art, and artists. Teachers themselves are models of ways to be a teacher, an artist, a risk taker, a leader, a researcher, a collaborator, a citizen, an advocate, and a member of various communities.

Standard VI: Instructional Resources and Technology

Accomplished art teachers understand the difference that quality instructional resources can make in their teaching. Therefore, they constantly seek to build a rich array of resources that will enable them to improve student learning. Teachers extend their definition of resources to encompass not only the materials they use in various art-making processes but also a wide variety of other materials, such as slides, prints, books, original works of art, video discs, videotapes, and CD-ROMs. Also included are computer software and human and environmental resources such as family members of students, local artists, community groups, university faculty members, museums, galleries, libraries, and the physical environment.

Teachers Develop a Diverse Resource Base

In order to enable students to experience fully the multifaceted dimensions of art, teachers work to ensure that students have access to comprehensive resources. Teachers continually seek and review new materials and instructional resources. They attempt to give students access to such resources as real works of art, professional reproductions or slides, and high-quality art supplies. They develop a store of resources that can be used to address a range of educational objectives, including those of students with exceptional needs and students who are artistically gifted. They modify tools and equipment to meet the requirements of special-needs learners. Often, resources must be adapted from their original forms to meet classroom objectives and the needs of students. Consequently, teachers frequently synthesize materials from several sources. Teachers' choice and design of materials reflect their concern for child safety as well as for the applicability of resources to different content and learning goals. Teachers also use materials that are adaptable for multiple forms and levels of engagement and that suggest connections with student interests and prior experiences.

In building collections of artwork, materials, and supplies, teachers assemble comprehensive and well-balanced sets of resources that will help students learn about and become involved with art of different cultures, times, and places. They use these diverse resources to expand student sensibilities and experiences and to help students make connections among their cultures, life experiences, and the world of art. In addition, teachers encourage students to locate materials and/or works of art that are relevant to the issues being explored in class. The thoughtful selection of resources by students is consistent with the self-directed art learning encouraged by accomplished teachers.

<p>Knowing that the stimuli for learning and art are likely to differ among students, teachers have many instructional resources available and readily accessible. They recognize that one child may connect to art on a museum visit, whereas another will see the value in art while creating a work that requires a great deal of experimentation, reflection, and revision. Teachers know that these pivotal experiences can awaken children to feelings and understandings that are unique to art. (See Standard VII— Learning Environments.)</p> <p>In their programs, teachers use technology resources where appropriate and available. They know that technology promotes active learning and can provide students with an alternative entry point to art—one that comes with its own set of skills and career possibilities. Teachers define technology broadly to include a wide range of electronic resources, including graphics programs and other software, digital cameras, slide projectors, and animation technology. They also include information resources, such as CD-ROMs, databases, and the Internet. They know which objectives are best served by the use of technology, which electronic resources are available and appropriate for a particular learning goal, and how to instruct students in the use of resources. Teachers recognize the increasing importance of technology as a tool for working with children. They know the ways in which computers and other electronic equipment can be used as creative media for artistic expression. They understand that even preschool children can begin to use basic information technology such as CD-ROMs to access a variety of art information. They also help students to understand the impact of technology and mass-production on art media and art-making possibilities. Even where technological resources are scarce, teachers work to find ways to expose their students to the possibilities that technology can provide.</p> <p>Furthermore, accomplished teachers recognize the power of technology for finding and storing information about art resources. Through the capabilities of technology such as e-mail and Internet sites, teachers in isolated situations can make connections for shared information, mentoring, and general communication. They make use of instructional management systems, when available, and design, organize, evaluate, and share their curriculum. They recognize the time-saving capabilities of managing student data electronically for recording attendance, grades, and other pertinent information on a computer. They maximize their use of time by using spreadsheets and databases for tracking schedules, keeping inventory of supplies and equipment, and managing visual resources and reference materials.</p> <p>In situations in which resources are meager and funds limited, accomplished teachers are models of resourcefulness. While proactively working to rectify inequities in instructional resources, teachers distinguish themselves by locating external resources. To advocate and acquire support for quality art education programs, they investigate a range of options. They might write grant proposals, ask for donations from parents, seek sponsorships from businesses, or access other resources in the community. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Of course, teachers work under different degrees of financial constraint and access to particular types of resources; however, accomplished art teachers, despite limitations, use</p>	
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available resources imaginatively and productively. Access to resources does not make teachers accomplished. Their ability to use available resources—however limited or extensive—to promote effective learning is what distinguishes them as accomplished in the use of resources.

Teachers Choose Instructional Resources Wisely

Teachers are adept at selecting high-quality materials that help meet their instructional goals. They use these materials appropriately and creatively and are careful to choose materials that are academically sound and have true educational merit, rejecting resources that contain little substance. They judiciously evaluate materials for quality and suitability, choosing those most appropriate to their student population and to the particular needs and developmental levels of individuals. They locate resources that are diverse in several respects, including form, style, theme, gender appeal and awareness, cultural content, and level of difficulty. (See Standard III—Equity and Diversity.) Accomplished teachers know that the curiosity of children ranges far beyond home and community; through explorations of artwork, books, and other media, children can develop interests and questions about many complex ideas. By encouraging students to experiment and sample and explore media, teachers help students begin to make sense of a wide variety of art ideas and phenomena.

Teachers View Colleagues and the Community as Important Resources

To enrich learning experiences, teachers enlist the knowledge and expertise of their colleagues. (See Standard VIII—Collaboration with Families, Schools, and Communities.) Collaboration among teachers in cocurricular disciplines, such as social studies or science, can result in units of study that draw on the strength and knowledge of teachers from those disciplines and complement and support arts concepts and learning. Accomplished teachers appreciate the expertise of their fellow faculty members and know how the attributes of these colleagues complement their own. They encourage the sharing of resources among their peers, serve as special consultants in specific areas of expertise, or work with colleagues in planning and conducting interdisciplinary studies, making sure to preserve the integrity of the art curriculum. They also encourage their students to view their own peers, older students, and parents as valuable educational resources.

Accomplished teachers extend their classrooms beyond school. They see their local communities as an important resource and urge their students to do the same. They make an effort to locate community resources by collaborating with artists, arts organizations, businesses, colleges and universities, and other institutions to promote student learning and involvement with art.

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

<p>CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Learning Environments and Instructional Practices STANDARD VI: Postsecondary Readiness STANDARD VII: Program Design and Management</p>	
<p>OVERVIEW: Accomplished teachers design contextualized learning environments that foster critical thinking, creativity, leadership, teamwork, and communication skills while training students for postsecondary education and careers. (Standard IV)</p> <p>Accomplished teachers facilitate career exploration and promote the acquisition of knowledge and skills so students can make informed career decisions that match their interests and aptitudes with the needs, expectations, and requirements of industry. (Standard VI)</p> <p>Accomplished teachers design and promote quality programs aligned with industry demands. They manage materials and resources to enrich their programs and sustain meaningful educational experiences for their students. (Standard VII)</p>	
<p>Standard IV: Learning Environments and Instructional Practices</p> <p>Accomplished career and technical education (CTE) teachers create environments that are conducive to lifelong learning, with work-based activities and professional opportunities that captivate their students’ attention and engage their minds. Teachers recognize that academically rigorous, instructionally relevant activities stimulate curiosity and inspire a passion for learning that motivates students to explore and extend their knowledge. CTE instructors sustain this level of excitement by expressing enthusiasm throughout the learning process and nurturing their students’ interests through real-world connections. Accomplished teachers foster their students’ autonomy as well by providing them with opportunities to reflect on their intellectual and emotional development. Instructors establish objectives that have clearly defined criteria for success and invite students to evaluate their levels of mastery and identify areas they would like to strengthen. Accomplished CTE teachers know that when students help to assess their own progress, they gain accountability for their learning, feel empowered, and become proactive.</p> <p>Accomplished CTE instructors encourage their students’ ownership of the learning process and engage them further by involving them in the formulation of classroom rules, procedures, and expectations. Teachers manage their learning environments safely and efficiently while developing their students’ leadership and teamwork skills.</p>	

Students gain personal confidence while developing the knowledge, skills, and abilities they need through independent and collaborative work that supports strategic risk taking and cultivates democratic values. Accomplished teachers work with their students to recognize the attitudes and demeanors that will and will not serve them well in the classroom and lab, or in a professional establishment. CTE instructors help their students achieve these educational objectives by contextualizing their learning within a series of projects aimed at increasing their intellectual maturity and functional independence. As students progress from the middle to high school level, the learning environment supports their growth by extending from classrooms and labs to the inclusion of career and technical student organizations and other related student groups, as well as supervised occupational experiences. Classroom and lab work may dominate instruction at middle schools, with teachers leading the facilitation of student organizations, but by high school, students should assume greater responsibility and become increasingly self-reliant in preparation for their postsecondary careers. Accomplished teachers ensure that work in all aspects of the CTE learning environment shifts from teacher-led to student-led as much as possible during this progression.

Contextualizing Education Within the Learning Environment

Accomplished CTE instructors consider the content knowledge they impart, the learning environments they create, and the instructional practices they use to be interrelated components of the same teaching dynamic, all geared toward the intellectual and emotional development of well-educated, technically capable professionals. Content knowledge is thus always contextualized, always purposeful based on this goal—the learning environment is structured to provide that context and reaffirm that purpose—and the instructional practices are defined by their attention to and movement between the creation of the learning environment and the delivery of content knowledge. The evaluation of one component inevitably evokes the other two, and the description of all three conveys the energy and drive of the CTE learning experience. (See Standard X—Reflective Practice.)

The applied learning environment is the hallmark of career and technical education. Accomplished CTE teachers contextualize learning experiences by focusing student investigation and discovery in authentic work situations. They achieve this goal in various settings, including classroom simulations, workplace labs, and occupational placement outside the school (e.g., on-the-job training, apprenticeships, clinical internships, or service-learning projects). Teachers use project-based activities to challenge their students, encouraging them to develop new skills and acquire new knowledge through hands-on practice. Students who design and produce deliverables such as electric vehicles gain expertise by working together as efficiently and effectively as possible to solve technical problems and address workplace issues. Learning activities are geared toward empowering students by strengthening their ability to think critically, work collaboratively, negotiate strategies, and make decisions while demonstrating leadership and teamwork. Instructors observe student performance and evaluate project outcomes to assess their students' mastery of

learning objectives and determine the status of their technical competency. Accomplished CTE teachers structure their classrooms and labs based on the demands of high-performance workplaces and the practice of successful professionals.

The paradigm of applied learning is driven by the desire to engage students and foster their command of cross-disciplinary and industry-specific knowledge, as well as their grasp of transferable or employability skills. Accomplished CTE teachers believe it is their responsibility to develop all aspects of their students, encompassing academic, professional, social, emotional, and ethical growth. The CTE learning environment is specifically designed to cover all these areas. Teachers cultivate their students' progress on all fronts by addressing student interests dynamically and approaching instruction deliberately, based on the way students learn best—in context, with their hands and minds actively involved and engaged in meaningful and significant tasks. Educators design projects that require students to draw on their understanding of different disciplines as they use the strategies and techniques necessary to create project plans, overcome technical obstacles, meet project requirements, and deliver successful results to their work supervisors, or instructors. Educators challenge their students to build their knowledge—and reflect on their attitudes—so that students can improve their skills and abilities while evolving their values and beliefs from project to project. Teachers tailor their instruction in response to their students' perceptions of what is real and relevant at the moment and what is pertinent to their future—a message that places high value on student initiative and creativity. For instance, an engineering instructor and a landscape design teacher may work collaboratively and address their students' desire for a skate park by creating a joint project requiring students to use their knowledge of form and function to develop a public space they could use. CTE instructors guide students to question and explore their world with a sense of purpose—to experiment with various methods of creating finished products, to practice working cooperatively and productively in teams, and to gain control of the outcomes they achieve.

Accomplished CTE teachers implement and modify their instructional practices to empower students as they take this journey of self-discovery through the learning environment to the world of work. The pedagogical choices teachers make depend on the learning goals of their students, the technical demands of their instructional activities, the dynamics of their individual learning environments, and the personal characteristics of their students. As teachers plan their approach to learning activities, they are attentive to their students' progress within a lesson or unit, recognizing when projects need to move from classrooms to labs or other workplace settings for students to attain optimal skills. For instance, a masonry instructor whose students have mastered repointing in the classroom may take her students to a private residence so they can practice their skills on site by fixing a damaged wall. Accomplished CTE instructors know how to move between the different areas of their learning environment to supply rigor, deepen conceptual understanding, and instill a true appreciation of industry demands. They maintain a flexible approach to instruction, allowing learning content and student dispositions to guide their strategies and using student responses and teaching experiences to inform their

modifications. Accomplished teachers understand there is an ongoing dialogue between the pursuit of learning objectives and the management of learning environments—one consideration always affects the other. Attuned to both, instructors are adept at adjusting their pedagogical techniques to meet learning goals and improve student outcomes while engaging students in various environments and advancing their postsecondary readiness.

By altering their methods of instructional facilitation, accomplished CTE teachers help students become well rounded within their chosen career fields. Different areas within the learning environment require different teaching methodologies. CTE instructors know how and when to transition from direct to indirect supervision so students can work as autonomously as possible. For example, in a mechanics or construction laboratory in which students use power tools, a teacher is required to supervise students at all times to ensure their safety; however, a theatre instructor is free to use guided supervision and may have a student manage the technical aspects of a stage production as the light board operator while the teacher circulates between the stage and the booth. Similarly, a family and consumer science instructor who teaches food services may allow students to complete food preparation and packing on their own for a catering assignment. While these modes of operation are fairly typical within these settings, accomplished teachers use them as opportunities to advance the understanding of their students by stressing the importance of learning to act on their own as responsible professionals. So, for instance, a teacher might model her lab environment on a real-world scenario in which members of an organization are cross-trained to perform various tasks; one group might serve as safety officers, monitoring their peers' adherence to safety guidelines, while another group may conduct quality assurance and quality control checks on the equipment being used. Setting up the lab as the teacher has in this example may require time and training, but doing so engages students in the maintenance of a safe and secure learning environment, teaches them the value of cross-training employees, shows them the benefits of working collaboratively, and allows them to take ownership of lab activities, all while freeing the teacher to provide more one-on-one coaching as needed during lab exercises. Accomplished CTE teachers manage their learning environments strategically, thinking about how a single decision or set of decisions can advance logistical and instructional goals on multiple levels.

Accomplished CTE teachers ensure that classroom expectations are closely aligned with workplace demands so students learn how to meet industry guidelines and performance standards as well as technical job requirements. With this understanding in place, instructors remain receptive to student interests and ideas and encourage students to demonstrate initiative in the learning environment. Instead of serving as the sole source of authority or expertise in the classroom and lab, teachers allow their students to take on leadership roles and contribute to the generation of educational experiences. For example, a journalism instructor may appoint students to serve as editors of the school's literary magazine to promote the acquisition of the leadership skills they will need to be successful in their chosen industry. Educators encourage the development of positive, productive behavior by entrusting their students with

increased responsibility as they gain new understanding and experience. Teachers focus on the learning process as much as instructional content, aware that a collaborative, stimulating, and challenging learning environment significantly enhances student performance and growth. They help students identify how and when they best learn as well as what they need to learn and why they need to learn it. To establish this kind of thoughtful, introspective learning environment, teachers initiate two-way communication based on trust and mutual respect. They encourage students to increase their level of interpersonal awareness and social maturity so they can express their preferences and learning needs cooperatively, knowing that the interests of their peers might differ. For example, a teacher might urge a student who refuses to work with team members to think about his behavior, consider the adverse effect his reluctance might have on future employability, and decide what he could do to achieve a better outcome. CTE teachers are resourceful, using behaviors detrimental to career success as learning opportunities to guide student reflection where and when appropriate. They address issues and concerns with their students in an ongoing manner, using their knowledge of students to advance the social, intellectual, and emotional development of all learners.

On a daily basis, accomplished CTE teachers address the diverse learning needs of individual students while working with all students to meet the general goal of achieving postsecondary readiness. This is a notable accomplishment, since students in a classroom may simultaneously engage different tasks in different ways—individually, cooperatively, in small groups, or in the context of a whole-class project. Throughout these activities, teachers empower their students by making them feel valued as individuals. They appreciate the unique challenges that students face and anticipate situations that might disrupt classroom activities or impede a collective sense of purpose and enthusiasm in the learning environment. CTE instructors minimize instructional difficulties and group students so they can help each other while advancing their own learning goals. For example, an upholstery teacher may pair a student with dysgraphia who has highly developed motor skills with one who is mathematically adept but less dexterous so they can work together to strengthen their weaknesses as they calculate yardage and cover a chair. Accomplished CTE teachers create learning environments that provide students with valuable opportunities to work with their peers and enable them to reach their learning objectives. Through the teaching strategies they adopt in their learning environments, CTE instructors continually reinforce the importance of working collaboratively to achieve complex goals. They create learning environments that promote fairness and cooperation, recognize and reward quality work, and utilize constructive feedback to inspire students.

Empowering Students as Autonomous Learners

Accomplished CTE teachers are passionate about their professional fields and driven by their love of learning. They convey enthusiasm to their students and cultivate a similar sense of excitement in them, establishing a culture of proactive inquiry that encourages curiosity, supports learning, and leads to student growth. CTE teachers

urge students to take risks, ask questions, and explore answers so students can acquire knowledge, take pride in their discoveries, and develop their areas of professional interest. Instructors achieve this goal by designing projects that evolve with their students. Rooted in student interests, these projects gain complexity and depth through student feedback and teacher guidance. For example, a visual media instructor might teach students the fundamentals of photography and end the course with a photo shoot requiring students to demonstrate mastery of lighting and composition issues that challenged them along the way. CTE teachers structure the learning process so students can reflect on their needs and desires in consultation with their teachers as they become fully invested in their educations. To demonstrate the importance of lifelong learning and strengthen their common interests, teachers describe the intellectual activities that they pursue as well, whether these activities take place inside or outside the learning environment. Throughout this process, teachers support their students' investigation of industry-specific, cross-disciplinary, and general academic questions, fostering their growth as individual thinkers with unique learning styles and educational goals.

Accomplished CTE instructors understand that thoughtful risk taking can help students gain invaluable experience as thinkers while building their confidence as future professionals. They therefore encourage students to take learning risks that will cause them no physical harm. Educators allow students to try out their ideas even when they know students have not chosen the best way of achieving their goals. Experiments like these allow students to obtain a deeper understanding of the skills and abilities they are acquiring. Letting students make mistakes before engaging them in reflection helps them realize why one method may work better than another—not only in the immediate situation but in related situations as well. For instance, a horticulture student trying to optimize seedling growth might use a rich soil mix that promotes fast germination but produces tall, lanky seedlings; after discussing the situation with her teacher and considering the scientific rationale for the results she achieved, the student might have a more thorough understanding of how to amend the soil and produce a better mix in the future. To extend student knowledge, teachers strive to remove barriers from the learning process and invite their students to initiate discussions and address issues, even controversial ones. For example, an advertising instructor may facilitate a debate regarding the appropriateness of marketing prescription drugs directly to consumers. Importantly, CTE teachers try to make sure their students feel comfortable expressing themselves in the learning environment so they are neither afraid of taking risks nor ashamed of making mistakes.

While empowering students to take charge of their education, accomplished CTE teachers instill the importance of intellectual discipline as well. They push themselves, their colleagues, and their students to think rigorously and act decisively to improve learning outcomes. CTE instructors model a strong work ethic in everything they do, from the careful attention they bring to classroom instruction to the “can do” attitude they take with students and way they overcome learning challenges. When students are ready, instructors transition from more prescriptive to less prescriptive methods

of facilitation to help students develop into creative, mature thinkers capable of pursuing independent learning. For instance, an instructor in a teacher preparation program may initially facilitate tutoring sessions with a student, but by the end of the course may opt to observe the student instead and reflect with her afterward regarding instructional methodologies. As students grow and succeed in their work, accomplished CTE teachers encourage them to assume leadership responsibilities and take greater initiative.

Maintaining a Safe Learning Environment

Accomplished CTE teachers ensure that their learning environments are both physically and emotionally safe for all students and thus capable of supporting their growth and development. Instructors approach this responsibility in a deliberate and proactive manner, establishing clear expectations for classroom activities and interactions, teaching students how to use equipment and materials safely, and establishing classroom cultures in which students treat each other respectfully and professionally. Accomplished CTE teachers set high standards of conduct for their students throughout the learning process.

CTE classrooms, labs, and worksites are often filled with machinery, equipment, and materials that could be dangerous to students or cause property damage if used improperly. Safety instruction is thus central to career and technical education programs. Accomplished CTE instructors not only require their students to understand and demonstrate competence in safety protocols, but also cultivate their students' ability to take leadership roles when it comes to maintaining safety. For example, an instructor might assign students safety monitoring responsibilities or have students teach their peers refresher lessons on specific safety steps and processes.

Accomplished teachers ensure that students with exceptional needs can also participate fully and safely in their programs, and they work with students and their support teams to identify the best ways to accommodate students' needs without placing undue restrictions on their participation in class activities. For instance, in an event management class, students with exceptional needs who are acting as servers in a simulation of a fast-paced sports concession facility may be paired with mentors who help them complete tasks while remaining as neutral as possible—one student with a cognitive impairment might repeat orders verbally so her mentor can write them down, while another student with a hearing issue may have his mentor repeat orders so he can write them down. Alternatively, an automotive technology teacher working with a student in a wheelchair may strategize different ways for the student to complete work tasks, adjusting the position of the car lift as needed to maximize the student's upper body strength and help her reach repair sites safely. CTE instructors obtain the learning resources they need and create meaningful accommodations to provide students with access to the same learning opportunities as their classmates while safeguarding them from potentially dangerous or overwhelming situations.

Accomplished CTE teachers understand it is essential to protect students' emotional safety as well as their physical safety. Therefore, they take multiple steps to ensure their learning environments are free from harassment, bullying, intimidation, social aggression, and exclusion. Instructors work with their students to establish class rules and guidelines for interpersonal communications and enforce these expectations consistently. They teach and model the importance of valuing differences and communicating respectfully, designing lessons and activities that reinforce these principles. For instance, a counseling teacher who has a gifted student with high verbal acuity but weaker communication skills may allow the student to use pre-scripted note cards during mock counseling sessions so she can develop therapeutic rapport among her peer group. Accomplished educators create inclusive learning environments, in which students with exceptional needs and students from underrepresented groups are accepted members of the class community, treated fairly, and never marginalized. To determine whether all students feel comfortable, respected, and welcome within the learning environment, teachers supplement their perceptions and observations with regular one-on-one conversations. They ask students whether they are facing any challenges and work with them to resolve problems as necessary so students feel valued as full participants in the learning community. (See Standard II—Responding to Diversity.)

Utilizing Technology in CTE Programs

Electronic devices and software can automate safety procedures, increase the speed of process-driven applications, store data, and help students research and share ideas. Accomplished CTE teachers employ technology to support student learning, and they address it as a topic of instruction. CTE instructors are skilled at integrating technology seamlessly within their learning environments.

Accomplished CTE instructors use a variety of tools to manage their classrooms and labs effectively and monitor student growth efficiently. For example, some CTE teachers may upload manuals to mobile devices so students have immediate access to the safety warnings, operating procedures, and maintenance information they need; others may use tracking instruments so students can register their information and check out bar-coded equipment in an orderly manner. Software used to create, administer, and score educational assessments may also allow teachers to evaluate their students online, refine their instruction based on the analyzed data, and reflect with students in a timely manner. For instance, a teacher may employ audience response technology as part of a formative assessment to monitor student understanding during instruction. Accomplished teachers may involve students in data tracking as well. For example, in a middle school information technology class, an instructor may have students record their weekly typing speeds by creating and updating a computerized spreadsheet of the data. Graphs, charts, and other visual aids used to store and present information related to student performance support long-term statistical measurement and facilitate conversations with colleagues, students, and their families.

Sharing information related to program activity allows accomplished CTE teachers to involve their stakeholders in the educational process in meaningful ways. Instructors understand how to protect student privacy while increasing the transparency of data collection and analysis by using aggregated results as appropriate. They utilize technology responsibly to extend learning communities for the purpose of improving student outcomes. For example, CTE teachers may employ mobile tracking, real-time document sharing, or video conferencing to work with documents or spreadsheets during meetings and conferences; they may also set up notification systems to provide educational partners with fast, reliable communication of significant events and alerts. The tools available in collaborative networks help teachers remain connected even if they work in remote locations. Technology facilitates the dissemination of best practices among all educators, allowing them to promote student needs and interests as advantageously as possible.

Within the learning environment, accomplished CTE teachers model digital literacy and creativity for their students, encouraging them to practice and experiment responsibly to improve their facility with technology. Instructors urge their students to take an inductive rather than a deductive approach to the selection of appropriate technology, so students base their conclusions on specific advantages and disadvantages of working with one form of technology over the other. While doing so, teachers emphasize fundamental aspects of digital citizenship, showing their students the principles of ethical behavior on the web and the “netiquette” they should observe when communicating and collaborating online. To accomplish these objectives, teachers begin by identifying technological resources available to their students. For example, a business, marketing, and financial services instructor who specializes in e-commerce may facilitate a project in which students design, construct, and maintain a website using online tools. Or a theatre teacher may show his students how to age their faces digitally so they have older models of themselves for the application of “old age” stage make-up. Accomplished teachers guide their students as needed while allowing them the freedom to explore technology on their own as they advance their learning through project-based experiences they help to design. For instance, a CTE teacher may have film students investigate lighting and sound solutions to learn the benefits and drawbacks of different technologies and determine the options they prefer given their set location, scene, time of day, and weather conditions. Field experience outside the classroom or lab, online or otherwise, represents an important way of learning about technology. As with all aspects of their education, CTE instructors support and encourage their students to become autonomous, independent learners.

Accomplished CTE teachers create stimulating learning environments that challenge students with compelling projects and give them real world experiences that will prepare them for postsecondary opportunities and demands. By providing their students with attention, affirmation, and affection, instructors inspire them to work at their full potential, take responsibility for their own educations, and develop into lifelong learners. Through rigorous and relevant instruction, teachers motivate their students further by generating enthusiasm for the journey to college and career

success. Educators foster intellectual curiosity on all fronts so that students become well rounded and self-reliant. Implementing organizational structures and teaching practices that target the needs of individuals while enriching group dynamics and encouraging teamwork, CTE instructors help their students become mature, self-reflective learners and versatile, capable professionals.

Standard VI: Postsecondary Readiness

Accomplished career and technical education (CTE) teachers prepare their students for opportunities beyond middle and high school by helping them acquire knowledge, skills, and dispositions critical to future success. From the middle through high school levels, teachers support students as they advance from career exploration to work-based learning experiences focused on their professional choices. Educators foster their students' growth and development after graduation by encouraging them to pursue academic courses of study, career-specific accreditation programs, or military service so they can attain degrees, certifications, and licensures. Accomplished CTE instructors help their students identify and take advantage of postsecondary opportunities that best fulfill their personal needs, interests, and aspirations.

Students have a wide range of educational and professional opportunities available to them after high school graduation. Accomplished CTE teachers at both the middle and high school levels help their students explore these options carefully, enabling students to make informed decisions while formulating their postsecondary plans. Teachers have their students complete career interest inventories and review the results with them so students can match their interests and aptitudes with potential professions. CTE instructors also coordinate activities such as college visits, career fairs, and workplace field trips so students can learn more about the types of work done at various business organizations and educational institutions. Instructors inform their students about industry specifications, having them research professions to compile information about hiring outlooks, salary ranges, educational backgrounds needed, and other key factors related to career fields. Importantly, teachers expand their students' investigations of career requirements and rewards by providing them with the benefits of real-world experience. They urge students to seek work-based learning opportunities through internships, job shadowing, apprenticeships, and other experiences supported in partnership with local colleges, universities, and businesses, all to help students discover as much as possible about the postsecondary opportunities they could pursue.

Accomplished CTE instructors ensure that their programs are structured to support students in the formation and achievement of their goals. Teachers know that postsecondary readiness begins in elementary school and continues through high school, so they collaborate with stakeholders to coordinate educational planning across grade levels. For example, a CTE middle school instructor may work with elementary teachers to promote students' technological literacy by setting up peer tutoring programs; meanwhile, another CTE middle school teacher might analyze

assessment data to design and coordinate transition programs with high school teachers; finally, one CTE high school teacher might contact local businesses to identify workplace readiness skills and confirm that the curricular goals of his program align with industry needs, while another high school teacher might meet with staff at a postsecondary institution to help establish an articulation agreement. Accomplished teachers at all grade levels reinforce the vertical alignment of curricula to make sure their students have the means of transforming postsecondary possibilities into realities.

Accomplished CTE teachers know that obtaining information about postsecondary opportunities and conveying that information to students and their families are integral aspects of their jobs as educational professionals. CTE instructors conduct ongoing research to maintain a current understanding of the many paths to postsecondary success. They reflect on their professional experiences, stay abreast of the latest career and educational trends, and forge collaborative partnerships with school and career development counselors as well as representatives from higher education. Teachers review programs of study within their areas of specialty and reacquaint themselves with higher education requirements and certification criteria on a regular basis so they can assist students with individualized course scheduling, help them earn college credits, and show them how to pursue professional credentials. Teachers also find out about scholarships and other financial support that will help students gain access to higher education. They share all this information with students and encourage them to research postsecondary programs further based on their individual academic and career preparation needs instead of a generic ranking of institutions. Teachers urge their students to investigate factors such as acceptance, retention, and job placement rates so students can make knowledgeable choices about educational institutions. CTE instructors understand that parents are vital stakeholders in this process as well, as they are in all aspects of their children's educations, so instructors work with parents to acquaint them with postsecondary alternatives that may benefit their children. CTE teachers facilitate their students' postsecondary planning in multiple ways.

By informing students about available resources and nurturing their sense of self-efficacy, accomplished CTE instructors help them make the best possible use of the tools available to them. Teachers provide their students with the chance to develop self-awareness and personal confidence based on their unique skills, abilities, and talents. For example, a CTE teacher may invite students to participate in career and technical student organizations or conduct service projects so students can explore their interests and build employability skills. Instructors ask students to reflect on their experience in order to articulate their ambitions, establish personal goals, and design their own plans for achieving future success. CTE teachers mentor their students to help them face the challenges and earn the rewards awaiting them in the postsecondary world. For instance, an educator may not only inform students about financial aid options, but also assist them with applications so students can learn how to obtain the resources they need to realize their dreams. Similarly, another instructor may review his students' professional portfolios so they can understand how to make

themselves more attractive to potential employers. Accomplished teachers support their students by encouraging them to take ownership of their postsecondary planning and inspiring them to become autonomous decision makers.

Accomplished CTE teachers are invested in improving the employability of their students, whether they seek work-based learning opportunities during high school, pursue employment immediately after graduation, or plan to enter the job market during or after a postsecondary program. Teachers help students attain the skills they need for employment during and after high school or college. In all instances, they know that industry professionals expect applicants to be college and career ready—to possess content-related skills like literacy and numeracy as well as employability skills such as creativity and critical thinking. CTE instructors help their students develop a comprehensive knowledge base that includes industry-specific and cross-disciplinary skills, as well as transferable ones. (See Standard III—Knowledge of Content.)

To ensure their students remain as competitive as possible in a fast-paced global marketplace, accomplished CTE teachers foster the growth of positive and productive attitudes toward working in diverse settings, collaborating with others, communicating clearly, remaining flexible, dealing with pressure, learning from criticism, and maintaining a strong work ethic. Instructors emphasize the importance of having students become agile professionals and entrepreneurs, capable of marketing their skills based on the changing needs of industry. Teachers have their students practice strategies and techniques that will help them function efficiently and effectively in the workplace, such as scheduling, organization, and multitasking, as well as time and stress management. CTE teachers also familiarize their students with workplace etiquette. They show students the importance of professional conduct, maintaining personal grooming and appropriate dress, observing attendance rules, and meeting workplace requirements related to labor and industry regulations. CTE teachers underscore the importance of behaving in a professionally ethical manner characterized by the demonstration of honesty, loyalty, integrity, accountability, and respect. Notably, accomplished teachers stress the significance of all these qualities and characteristics in context, as students practice their technical skills in work-based projects. Teachers establish a culture of teamwork, evaluating the effectiveness of group interactions and the quality of group dynamics with the aim of ensuring that students work cooperatively and productively. For example, a floral design instructor may have students create arrangements for a mock wedding and assume different roles for the ceremony; after the event, students might use team rubrics to evaluate every student's contribution during the project, focusing on the demonstration of employability skills. Providing students with real-world projects helps them synthesize the workplace readiness skills they need to become employable and competitive within industry.

Accomplished CTE teachers promote the employability of their students with an eye toward their overall well-being. While they advise students during the employment process as they write resumes and cover letters, acquire recommendations, and

interview for jobs, teachers also speak with students about the larger challenges of assuming adult roles. They engage students in conversations about making positive life choices, balancing personal and professional obligations, resolving conflicts, and gaining financial literacy. Educators also help students revisit their career goals based on their developing interests to ensure that students position themselves for success within their professional careers and personal lives. In all aspects of postsecondary preparation, accomplished CTE teachers commit themselves to addressing the “whole student,” to providing students with the knowledge, skills, and ability they need to thrive throughout their lives.

Standard VII: Program Design and Management

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

Program Design

Accomplished CTE teachers ensure they are integrally involved in the development and improvement of their programs. The design process in which they participate is a multifaceted operation. Teachers begin by assessing stakeholder needs to validate the creation and refinement of their programs. They speak with school administrators and advisory committees while evaluating their districts’ educational missions and standards; they collaborate with representatives from postsecondary institutions while reviewing cooperative alliances and dual credit or articulation agreements; they confer with community and business leaders while reviewing labor demand and supply data that affect the local job market; and they consult parents and students while considering their students’ postsecondary needs and interests. Accomplished teachers use stakeholder findings to determine how a program should be designed or modified to achieve educational outcomes and provide technical training currently in demand; during this stage, they may also determine, along with other educators, that a program is no longer viable. For those programs still active, teachers proceed by employing backward design to specify data assessment methods, which leads them to curricular mapping and material and resource selection for the newly designed or reconceived program. Sometimes, during this process, CTE instructors may experience challenges, such as concerns about program funding, student interest, or lack of administrative support. At these times, accomplished teachers persevere by adopting

constructive strategies to overcome challenges. For instance, they may secure grant funds to cover budgeting shortfalls, initiate recruitment plans to generate student participation, or facilitate meetings with community and business partners and school officials to establish arrangements that are beneficial for all parties. CTE teachers work collaboratively and cooperatively to implement solutions that will support the livelihood of their programs.

To safeguard the continuation of CTE programs, accomplished teachers develop or contribute to strategic plans that sustain program quality through targeted curricular modifications. For instance, an educator might use a new instructional resource, or a school district might adopt a new textbook, to ensure that teaching objectives remain current and relevant. Technology that supports instruction, or constitutes a topic of instruction in itself, is constantly evolving; accomplished CTE teachers evaluate these changes in an ongoing manner, determine how they may best use new technology in the learning environment, and employ systematic methods for assessing the value of the technology. For example, before purchasing virtual business software for a marketing program, an instructor might run a pilot test of various software packages for a semester to evaluate their usability and effectiveness first. Accomplished teachers research their options fully to ensure that any changes they make to their programs are well chosen.

Deeply invested in the success of their programs, accomplished CTE teachers are proactive, creating evaluation plans that generate the type of robust data needed to identify changes that will improve curricular design. Effective plans use multiple methods of investigation to measure a range of stakeholder expectations and outcomes that can shed light on unique aspects of program performance. For example, one CTE teacher involved in a program evaluation might interview former students to assess potential areas of curricular strength or weakness; another teacher might survey employers to determine whether the interns from her program are demonstrating effective workplace readiness skills; and a third teacher might study student performance on end-of-course exams to conduct a gap analysis and identify potential deficiencies in curricula. Evaluation plans characterize and compare stakeholder expectations and outcomes, making it possible to analyze factors that affect the satisfaction of local, state, and federal standards and the successful achievement of learning goals.

Program Management

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

programs to preserve articulation agreements held by their schools vis-à-vis dual enrollment, dual credit, or postsecondary credit. So, for instance, an instructor who teaches law and public safety might invite a professor from a local criminal justice program onto her advisory board to promote curricular alignment, to provide her students with the chance to matriculate seamlessly into a postsecondary course of study, and possibly even to champion an opportunity for students to earn college credits. The vigilant management of CTE learning environments ensures that programs remain productive and useful for students.

The information that accomplished CTE teachers gather and examine during management activities supports their advocacy for students and programs. Instructors collect data to demonstrate how CTE programs help schools and districts fulfill their educational goals. For example, a teacher might use pre- and post-testing to identify how the applied mathematical and technical reading components of his program contribute to district objectives for improving numeracy and literacy. Similarly, a teacher might measure program outputs—the number of students who completed the sequence of courses in her program, the number who pursued postsecondary education, or the number who obtained employment in their field—to demonstrate the educational value of her program. Coupled with evidence collected through student and employer surveys or interviews, this information could be disseminated to administrators and school board members or as part of the program’s marketing materials for potential students and their parents. Accomplished teachers use data strategically to promote their programs and gain stakeholder support.

By forming collaborative relationships and building professional networks, accomplished CTE teachers develop sustainability plans that enrich their programs. They seek supplemental funding from private or public sources at the local, state, or federal level so they can subsidize CTE classes and expand course offerings when possible. Teachers also form active alliances with companies and businesses to increase their programs’ appeal and invite the participation of students, parents, and community members. For example, a family and consumer science instructor who teaches apparel production may partner with a local theatre to have her students assist with costume construction so they can gain hands-on experience while the program enjoys beneficial exposure. Instructors market their classes to students so they can raise program awareness and promote broader participation in CTE programs. They may also increase student diversity and address equity issues by recruiting students who have traditionally been underrepresented in specific career pathways. Accomplished CTE teachers integrate program management and advocacy to develop multivalent strategies that make their programs more expansive and rewarding for all stakeholders.

Because career and technical education serves many interests, effective program design is critical. Programs must be aligned with postsecondary educational requirements and workplace demands so students can make informed decisions and prepare themselves for future challenges. Communicating the value of CTE programs to stakeholders across educational and professional communities promotes

widespread understanding of the many ways career and technical education prepares students for successful lives. By demonstrating how applied instruction enhances cross-disciplinary knowledge, builds technical understanding, and develops employability skills, teachers show themselves, their colleagues, and the education profession at large what a significant contribution CTE makes to student learning. Information on the number of students who enter postsecondary education programs and gain employment in various industries reinforces just how profound the impact of that contribution is. Effective program design supports the development of productive programs, while strategic program management ensures that CTE learning environments foster student success for years to come.

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

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD V: Knowledge of English Language Acquisition (sections from) STANDARD VI: Instructional Practice (entire Standard)</p>	
<p>OVERVIEW: Accomplished teachers of English language learners design supportive learning environments based on careful analysis of their students’ characteristics and on the linguistic and academic demands of school. Teachers provide effective language and content instruction that expands students’ linguistic repertoire in English, allows them to achieve academic success, and inspires them to acquire skills that will serve them throughout their lives. (Standard VI)</p>	
<p><i>From Standard V: Knowledge of English Language Acquisition</i></p> <p>Language Exposure</p> <p>Accomplished teachers understand that students’ exposure and active attention to English directly affects their English language development. Accomplished teachers analyze students’ exposure to English, identifying the characteristics of high-quality language exposure that maximize students’ English language development. Teachers evaluate ways to expose students to engaging, relevant, and meaningful language. Teachers deliberately increase the quality of their students’ exposure to English, for instance, by building on students’ interests, language goals, and prior knowledge. Teachers are adept at identifying and employing multiple ways to ensure that students understand the English they read and hear. Teachers can identify aspects of English that students have acquired and those aspects of English that students need for social purposes and to access content.</p> <p>Accomplished teachers determine when and how to provide models of language adapted to students’ language proficiency levels in order to reduce the language demand, build background knowledge that enhances students’ ability to comprehend what they read and hear, and offer more challenging texts. Teachers understand that students often can understand more English than they can produce, and teachers know that involving students with understandable but increasingly complex and sophisticated language supports their development of English. Teachers determine when to expose students to individual words and phrases and when to expose them to larger stretches of discourse.</p> <p>Accomplished teachers thoughtfully develop plans to ensure that students receive repeated exposures to specific aspects of English. Teachers critically evaluate students’ English language development to determine which students require</p>	

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additional, meaningful opportunities to read and hear specific language features, how much exposure each student requires, and which instructional experiences best provide students with multiple exposures to language.

Interdependence of Language and Content

Knowing that English language learners acquire academic English effectively when it is taught and learned along with academic content, accomplished teachers are adept at integrating content and language instruction. They analyze the interdependence of language and academic content, noting how this association increases in upper grades as students' development of content knowledge becomes more intimately linked with their command of academic English. For teaching narration in English language arts, for example, teachers of early childhood students may have the students retell a fairy tale in chronological order while teachers of older students would instruct them in the use of embedded quotations in their readings.

Interdependence of Reading, Writing, Speaking, Listening, and Visual Literacy

Accomplished teachers use and apply their knowledge of the interdependence of listening, speaking, reading, writing, and visual literacy, and the ways this interdependence can accelerate students' English language acquisition. Listening, speaking, and reading, for instance, support writing development. Teachers know that academic writing, which involves accuracy and precise expression, contributes to the development of proficiency in academic oral language. They also know that reading provides students with rich language models and that discussions of readings help students retain, analyze, and recall language. Teachers analyze effective ways to integrate all domains—listening, speaking, reading, writing, and visual literacy—to accelerate and reinforce students' language development. When students have difficulty learning features in one domain, teachers determine ways of improving students' development of features by using other domains.

Explicit Instruction

Accomplished teachers make language salient for students because they understand that effective, explicit instruction fosters acquisition of particular aspects of English. Teachers draw students' attention to target forms and facilitate processing of these forms for productive use of language development. Teachers know that students who do not receive explicit language instruction may stop acquiring these features of English, which could prevent them from fully developing academic English.

Instructional Feedback

Accomplished teachers have a thorough understanding of the relationship between language development and instructional feedback. Because teachers know that constructive feedback helps students notice gaps within their production of English, teachers target forms and functions of English that students are developing.

Teachers provide continuous, systematic, and supportive feedback tailored to students' needs to facilitate English development. They easily discern when to model language forms, when to ignore students' language errors, and when to correct students explicitly. Teachers provide sensitive feedback to support students' correct and effective use of English. Teachers identify errors common to students of diverse language groups and varying English proficiency levels. Teachers recognize that some students who have not demonstrated sufficient progress learning English might require sustained feedback, over time, that is focused on specific language features those students are no longer developing.

Language Transfer

Accomplished teachers accurately evaluate students' knowledge of their primary languages and build upon that knowledge when teaching English. Teachers understand the effects of students' primary language and literacy on English language development.

Accomplished teachers determine aspects of students' primary languages that may transfer to English and may affect students' learning of English, such as sounds, spelling, word meanings, grammatical rules, word order, rhetorical features, and discourse structures; this awareness helps teachers design and implement instruction. Teachers may examine language transfer with students to increase language awareness and to support the positive transfer of language features. Teachers, for example, may encourage students to practice transferring cognate knowledge, and they may provide targeted feedback. Teachers know students may have valuable reading skills in primary languages that may transfer to reading in English. When appropriate, teachers judiciously contrast learners' primary languages to English in order to focus on new features of the target language that may differ or not exist in their primary languages.

Accomplished teachers recognize that many factors influence language transfer, including proficiency in the students' primary languages and in English as well as similarities and differences between the two languages. Teachers know that many learners are in the process of acquiring or losing their primary language, while some may have acquired only partial proficiency in one or more of the five language domains. Such students are often unsuccessful at transferring features from their primary language to English. Teachers understand, however, that students may transfer features from an informal, oral variety of their primary language into English or an informal variety of English into academic English.

Educational Background

Accomplished teachers analyze the impact that English language learners' educational backgrounds have on language development. Teachers know students rates of language acquisition can vary greatly depending on their degree of exposure to literacy and academic language in any language at home and in school, their

access to continuous formal education whether in their primary language or in English, their ability to use their primary language to read and write for academic purposes, and their ability to communicate meaningfully. Some students have experienced interrupted or limited education and may have underdeveloped literacy skills that impede their ability to learn academic English. Accomplished teachers know how to identify specific strengths and weaknesses in students' educational backgrounds. Teachers provide instructional supports to accelerate students' development of English while at the same time helping students overcome educational gaps and build upon their previous schooling. (See Standard I—Knowledge of Students.)

Motivation

Accomplished teachers make informed decisions for instruction that reflect their understanding of how to motivate varied groups of English language learners who may include newcomers; long-term residents of the United States; and students of diverse abilities, primary languages, and cultural backgrounds. Because accomplished teachers understand the effort required by students to advance their English language development and to improve their abilities in specific areas such as reading, writing, and vocabulary, teachers encourage students to develop habits of perseverance. They incorporate activities that foster students' ability to monitor their own behaviors so they learn to motivate themselves and support their own English language learning. (See Standard VI—Instructional Practice.)

Standard VI: Instructional Practice **Preparing for Effective Instruction**

In preparing for effective instruction, accomplished teachers of English language learners analyze students' strengths and needs, including academic and linguistic abilities. By connecting with students' lives and showing concern for them as individuals, teachers gain students' trust and confidence, encourage them to experiment with language and content learning in English, and focus them toward positive interactions and independent learning. Teachers incorporate students' cultures into their instruction, build upon students' accomplishments, and communicate a vision for success to all students.

In addition to considering the needs of students when planning for instruction, teachers also consider learning objectives as they gather a rich array of instructional resources and determine appropriate teaching strategies. They identify the linguistic, cultural, and conceptual demands of texts and tasks and select varied instructional approaches that enable students to deepen their knowledge of English, increase their access to curriculum, and enhance their enjoyment of school.

Integrating Language and Content

Accomplished teachers know that learning English takes time and that learning

academic English cannot be deferred until students have sufficient mastery of the new language. Consequently, teachers organize instruction around both content and language learning goals. Teachers may derive language objectives from a set of subject area learning standards, or they may select content-area topics and learning tasks to support communicative and functional language objectives. Integrating language and content instruction occurs along a continuum of emphasis on either language or content.¹

Accomplished teachers may plan to integrate topics from different disciplines and organize them around broad conceptual themes. Planning for thematically coherent, content-based language teaching allows teachers to take advantage of the natural redundancy of language, whereby the language used to discuss related concepts, such as vocabulary as well as sentence structure, is reinforced through multiple opportunities for exposure and practice. In addition to planning age-appropriate, thematically-linked instruction, accomplished teachers purposefully plan to integrate students' use of listening, speaking, reading, writing, and visual literacy in class activities and home assignments.

Building on Students' Prior Knowledge, Experiences, and Interests

Accomplished teachers know how to make difficult concepts more comprehensible for English language learners by designing instruction that builds on prior knowledge and experiences, personal strengths, interests, and linguistic abilities. Teachers maximize opportunities for students to explore and discuss central ideas in the curriculum by selecting major themes and guiding questions that encourage students to build connections to their prior knowledge and experiences. For example, teachers might ask newcomer students, literate in their primary language but at a beginning level of English proficiency, to write stories in their primary language about personal experiences, translate their stories into English with the assistance of peers, and then share their stories with classmates by reading aloud or by adding the stories to an online collection. When teaching about early settlers and pioneers in U.S. history, teachers might incorporate some students' and their families' immigration or migration experiences.

Selecting Materials and Resources

Accomplished teachers strategically select sources to expose students to increasingly complex language. Teachers plan assignments to provide resources appropriate to students' English language proficiency levels and ensure that students have access to reading materials. To support students' development of academic English, teachers offer a wide range of literacy experiences that expose students to linguistic features characteristic of content-area texts as well as of meaningful tasks and interactions.

¹ For additional information, refer to the appropriate National Board subject area standards.

Accomplished teachers of English language learners select, adapt, and create a range of diverse materials. They look beyond textbooks into other school resources and the community, seeking opportunities to enrich students' learning experiences. Whenever possible, teachers identify bilingual or bicultural school staff and community members to support literacy instruction. Teachers may invite family and community volunteers to read bilingual books and work with students individually or in small groups to develop reading and writing skills in the students' primary languages, to promote students' cognitive development, and to facilitate transfer of literacy skills from primary languages to English.

Accomplished teachers working with English language learners are sensitive to dialectical differences in primary language materials and, therefore, seek instructional resources from the diverse regions represented by their students. The purposeful selection of challenging materials appropriate to students' primary language and literacy levels and their English language abilities and content learning needs maximizes their opportunities to learn and use English.

Accomplished teachers understand that all students benefit from instruction representing multiple perspectives, and they know that English language learners need to see themselves and their experiences meaningfully reflected in the curriculum. Teachers are also aware that conventional materials may be limited and even inaccurate in portrayals of the social, political, and historical contexts of indigenous people and other ethnic or cultural groups. Therefore, teachers of English language learners critically review their curriculum and, as needed, supplement and modify materials and instructional tasks to include students' perspectives.

Accomplished teachers are familiar with and know how to incorporate a wide range of current technological resources into their instruction to help develop or reinforce students' learning of language, culture, and concepts related to the curriculum. To inform their efforts to incorporate technology, teachers first assess students' computer literacy and knowledge of relevant terminology. Teachers may infuse linguistically, culturally, and age-appropriate technology to provide activities that extend students' learning and offer academic support, such as online publishing or research. Teachers may use Web sites or Internet-based resources for relevant video clips and pictures, for example, to build students' background knowledge.

In order to build background knowledge, accomplished teachers seek resources and plan ways to use technology creatively to facilitate students' learning. Teachers recognize, however, that age-appropriate literature, textbooks, and Web sites in English may require levels of language proficiency higher than many of their students possess. Resources written in simpler English may not engage students' interest, and materials in students' primary languages may not be available or appropriate. Teachers prepare for instruction by acquiring a variety of multimedia resources for classroom and school library collections in English and in other languages to support their students' language and literacy development as well as to facilitate their access to the curriculum.

Teaching Collaboratively

Accomplished teachers collaborate with a wide range of instructional colleagues both formally and informally. They identify the best partners to support students' needs and collaborate with them in planning, teaching, assessing, and reflecting on their instruction. Teachers work with staff and school administrators to establish common planning times and use innovative and effective strategies to confer and plan instruction with colleagues. In collaboration with content-area teachers, teachers of English language learners ensure that English language objectives are taught explicitly and appropriately with content learning objectives. Collaboration with content-area teachers may involve both teachers examining the curriculum for linguistic, cultural, and conceptual demands to plan appropriate instruction. Accomplished bilingual teachers of English language learners might work with content-area teachers to identify important concepts and key vocabulary and to preview and reinforce instruction in the students' primary language. Teachers may also work with reading specialists to assist students in identifying appropriate reading strategies so that students can meet the linguistic demands of textbooks and learn essential concepts.

Managing Learning in the Classroom

Accomplished teachers plan for effective classroom management practices for English language learners. Teachers seek orderly classrooms so that spontaneous engagement can occur and imagination and learning can flourish. Teachers anticipate possible concerns related to cultural identity as well as intercultural conflicts among students, and they analyze and employ effective ways of preventing or mitigating the effects of such concerns or conflicts. For example, when planning to incorporate group work, teachers determine whether pair-work versus large-group configurations provides the most productive and effective learning opportunities. In addition, when establishing groups, teachers consider students' English language proficiency levels, primary language and cultural backgrounds, and personal characteristics such as gender and personality. Teachers distinguish between student misbehavior that undermines classroom civility and exuberance that adds vitality to learning experiences. When disciplinary action is necessary, teachers act promptly, equitably, and with minimal disruption to the class. Discipline strategies, set within parameters of school policy, are sensitive to the cultural norms familiar to students and allow students to retain their dignity. Teachers work to include all students in congenial and equitable learning environments.

Accomplished teachers effectively manage students' learning time. Teachers know when to extend time devoted to an activity, and just as importantly, when to curtail or conclude an activity for maximum language learning. Teachers establish highly structured, orderly learning routines that communicate to students what is expected of them, thus helping students to focus on successful language learning opportunities and to feel confident about participating in class. Teachers plan instruction that uses time efficiently and enables them to adapt as circumstances

dictate in order to address language and content objectives and meet students' unanticipated needs and learning interests.

Providing Effective Instruction

Accomplished teachers of English language learners create and maintain classroom climates of high expectations, sustained engagement, common goals, and mutual support among students. Teachers structure emotionally secure and intellectually rigorous learning environments where students may be included in developing rules and routines for effective learning. Students have a sense of belonging, accept the rules of the classroom community, take responsibility for their learning, and are eager to learn. Teachers facilitate students' language and content learning by upholding high standards for meaningful communication to facilitate instruction that leads to sustained academic achievement in all subjects.

Accomplished teachers choose, develop, and modify instruction based on ongoing observations of students' linguistic needs. Teachers implement effective instruction by structuring lessons around pre-teaching, scaffolding, exposure, practice, and feedback. They recognize that structured routines, especially within lessons, are essential to the academic success of English language learners.

Differentiating Instruction in the Language Domains

Accomplished teachers understand that English language proficiency typically develops unevenly across the five language domains of speaking, listening, reading, writing, and visual literacy. A student may have strong reading skills, for example, but experience difficulty with fluent oral communication. Teachers therefore differentiate instruction according to each student's level of English proficiency in each of the language domains.

Listening

Prior to practice in listening, accomplished teachers provide background knowledge that may include an introduction to or review of key vocabulary, grammar, or discourse structures. Teachers might scaffold instruction by implementing graphic organizers and setting a purpose for listening. To practice listening, for example, students might be asked to follow directions for a variety of tasks. Teachers recognize that English language learners need sustained and ongoing exposure to the specific language related to topics of study displayed in the learning environment. Teachers may display relevant posters and visual images with labels throughout their classrooms. To support the language objectives of a lesson on requests, for example, a teacher might display cartoons created and illustrated by students in which the dialogs depict appropriate examples of language, such as requests for assistance, information, or advice.

Speaking

Accomplished teachers model appropriate speaking for their students and incorporate opportunities for students to enhance their speaking skills. When introducing themselves at the beginning of the school year, for instance, early childhood teachers might model formal and informal introductions. Teachers could create environments rich with examples of the language of introduction and have students practice multiple forms of introductions using puppets. Teachers might have older students audio-record their introductions and develop suggestions for improvement. Students could then introduce themselves to partners or introduce one another to members of a group or to the class with teacher and peer feedback. Teachers know how to create speaking activities involving students' prior experiences and knowledge so students have a rich context for expressing ideas and are able to transfer their linguistic knowledge.

Reading

Accomplished teachers introduce students to the power and enjoyment of literacy by selecting materials appropriate to the interests, cultural backgrounds, grade-level curriculum, and language and literacy experiences of their students. Students read for a wide range of purposes, including basic comprehension, personal enjoyment, information gathering, and critical understanding.

Accomplished teachers are knowledgeable about teaching phonemic awareness, decoding, vocabulary development, comprehension, and fluency as appropriate to students' grade levels and content-area learning, focusing on students' specific needs. For example, a middle school science teacher might emphasize vocabulary development while an early childhood teacher might focus on all five components.

Accomplished teachers identify and pre-teach essential vocabulary likely to be unfamiliar to English language learners. Teachers employ effective techniques such as the use of visuals, semantic maps, translations, and realia to assist in developing key vocabulary and conceptual prerequisites that students need to understand texts. Because many English language learners arrive in U.S. schools with literacy skills and reading strategies already developed in their primary languages, teachers accelerate students' English literacy development whenever possible by building on these skills and strategies through cognate awareness and guided reading. Teachers direct students' attention to organizational characteristics of texts such as headings, introductions, and topic sentences, as well as tables of contents, and the alphabetic ordering of glossaries.

Accomplished teachers instruct students by drawing on multiple, interacting systems of language knowledge in English—sentence and word forms, grammar and discourse structure of texts, word meanings, and background knowledge. Teachers know how and when to emphasize vocabulary instruction and how and when to monitor for comprehension.

Writing

Accomplished teachers differentiate writing instruction to address students' varying levels of fluency in writing. Teachers know when to offer English language learners choices in writing prompts and when to select topics and assignments appropriate to students' culturally-based experiences, English language proficiency, writing abilities, and grade-level expectations.

Accomplished teachers reflect on the sources of students' writing errors and provide clear, direct instruction to explain target forms. Teachers model the writing process, provide word banks and sentence frames, and provide students with thoughtful feedback to improve their writing in English. Teachers also guide students in using appropriate resources such as editing checklists, scoring rubrics, and peer and teacher conferences so that students can identify their own strengths and limitations and effectively edit and revise their writing. Teachers provide specific, timely, and consistent feedback that students of diverse backgrounds can understand and incorporate into their writing. Teachers understand patterns of language used by learners, as well as their avoidance of specific structures and skills, and shape instruction and feedback to address aspects of language that students have not yet mastered.

Visual Literacy

Accomplished teachers design tasks that help students acquire skills necessary to communicate with visual information. To support students' language development, teachers pre-teach key vocabulary and the processes of interpreting graphic representations, evaluating media messages, and employing visuals to communicate. Teachers may use images, such as photographs, political cartoons, illustrations from children's books, films, maps, charts, and graphs. In a lesson on persuasion, for example, teachers might create an image bank of persuasive techniques used in print advertisements. To scaffold the lesson, teachers might have students view an image that employs a particular persuasive technique, and then move to images representing more complex ideas, ultimately guiding students to choose an idea or product to advertise for a specific, real audience and create their own marketing campaign that incorporates several images. Teachers might provide students with word banks and sentence frames to allow all English language learners to develop their English and to access new concepts. Throughout their classrooms, teachers could provide a variety of advertisements representing the distinct cultures of their students. When teaching visual literacy, accomplished teachers keep in mind that age, culture, and prior experiences contribute to students' abilities to interpret and use visual symbols. For students with limited experiences involving visual images, teachers might provide additional exposure to visuals and opportunities to interpret them.

Engaging and Motivating Learners

Accomplished teachers' knowledge of students and strong command of English and other subjects comprising the curriculum provide the tools necessary to engage all students in language learning. Teachers recognize that students' needs and interests contribute to their language development, which is facilitated when each student perceives the personal significance of instruction. Teachers might incorporate topics and issues relevant to students' needs and interests to motivate them to continue independent language and concept learning outside the classroom and extend their understanding of the world. Teachers seize opportunities to inspire students by helping them form significant connections between schoolwork and their daily lives and perceive the real-world applicability of language skills they learn. Teachers offer students multiple ways to attain success in their classes and structure activities to ensure meaningful language development.

Accomplished teachers recognize the benefits of bilingualism and how it may contribute to English language learners' academic success. Teachers motivate students to maintain literacy in both their primary language and in English by connecting the cultural backgrounds of their students to content and language objectives. Teachers, for instance, might invite bilingual community members to discuss how bilingualism contributes to learning English as well as to their careers and to the community.

Providing Students with Focused Language Instruction

Accomplished teachers know when and how to provide focused language instruction that promotes students' acquisition of and interest in English. Recognizing that language-focused activities are more meaningful to students when they understand texts they read and hear and when topics of discussion and assigned books are relevant to them, teachers might allow for students' voices in curricular decisions such as the choice of reading material. Teachers know that many students cannot develop academic English entirely on their own, and, without focused language instruction, may reach plateaus at any level of English language development. Such instruction can include contextualized attention to distinctive sound contrasts; effective use of synonyms, varied word forms, and rhetorical features; and strategic tasks that integrate the functional uses of language.

Thinking Critically

While planning their lessons, accomplished teachers recognize that today's complex world requires multifaceted approaches to thinking and acting. Teachers challenge students cognitively at both individual and group levels by asking questions that elicit problem-solving abilities. Teachers employ a combination of activities and techniques, such as graphic organizers and word lists, which allow students to construct their own understandings of the material. Teachers analyze the linguistic and cultural demands of learning tasks that require students to think critically, and

that provide them with sufficient support. Accomplished teachers initiate tasks that foster inquiry, building students' capacity to communicate complex ideas. Teachers encourage students to ask questions that extend or clarify concepts, promote deeper thinking, or provide diverse perspectives. They motivate students to synthesize conceptual understandings verbally and in writing, constantly integrating students' English language development with academic content learning. By involving students in critical thinking activities, teachers develop language learners who challenge assumptions, engage in creative projects, persist in explorations of difficult material, think substantively, and demonstrate a commitment to acquiring a high level of English language proficiency.

Individualizing Instruction

Based on students' needs, accomplished teachers might teach particular grammatical structures, such as relative clauses or question forms. They might teach useful discourse forms, such as phrases signaling a courteous interruption or an expression of a difference of opinion. Teachers provide clear and accurate explanations with multiple examples, model the target language structures, and provide opportunities for students to practice these new language forms and functions through interactive tasks such as show and tell, role-playing, and simulations.

Accomplished teachers pay special attention to the needs of students at varying English proficiency levels, content knowledge, and educational backgrounds, while adhering to appropriate curricula, standards, and time lines. When teaching reading, for example, teachers know when and how to explain vocabulary and give clear explanations informed by their knowledge and understanding of students' culture and English proficiency. Secondary social studies teachers might teach students at advanced levels of English proficiency how to use reported speech accurately and effectively in their writing. Teachers of mathematics may explain the interpretation of meaning and accuracy of forms for conditional structures used in algebraic expressions, such as "If x , then y ."

Accomplished teachers scaffold instruction so that students can express themselves effectively. For instance, teachers might provide explicit instruction on how to summarize others' remarks or how to change the subject so that students can use these discourse skills effectively in conversational tasks. Teachers might also provide templates to guide students' oral and written production. A science teacher who teaches English language learners, for instance, might use sentence frames expressing sequence or cause and effect to help students report findings from an experiment. Teachers pose cognitively complex questions modified according to students' English proficiency and scaffold their ability to respond reflectively and with increasingly complex language. Teachers include activities that require students to interact orally in class. To extend students' classroom practice in academic language, teachers might structure opportunities that encourage additional practice during extracurricular activities or after-school homework clubs.

Using the Primary Language as a Tool

When appropriate, accomplished teachers support students' optimal learning through the use of their primary language to create meaning and engage in discussions about new concepts. Teachers are aware that students' knowledge of another language may complicate their comprehension of concepts expressed in English. For example, students may mistakenly associate the meanings of false cognates, such as *embarrassed* in English and *embarazada*, which means *pregnant* in Spanish. Teachers know that a strong literacy level in the primary language supports English language literacy development and learning. They acknowledge and value students' primary languages and encourage their development by creating environments rich in oral language use, print and visual literacy, and cultural diversity. In instructional settings where more than one language is used, teachers use both languages as teaching and learning tools when appropriate. Teachers keep linguistic and conceptual goals in mind when making language choices for instruction. They attempt to build on the linguistic abilities students bring to school and help them move toward greater understanding and use of English as a medium for learning.

Accomplished teachers understand the limitations imposed on students' participation, critical inquiry, and creativity when all instruction is delivered in English. Teachers find ways to encourage the use of students' primary languages when appropriate. Teachers might group students according to language dominance, for instance, and use primary language materials when available. When more than one language is used for instruction within a classroom, teachers are careful to avoid practices that subordinate the status and use of one language to another. When language choice and use are determined by state or administrative regulation or by program requirements, teachers exercise professional judgment and implement formal and informal assessments to make choices about language use, depending on the focus of instruction and the desired levels of student participation.

Interacting in the Classroom

Accomplished teachers know how to scaffold instruction to support students' use of language in increasingly complex ways. Teachers use a diverse repertoire of instructional approaches, strategies, and activities to increase students' interactions and language use. Teachers strategically implement collaborative learning, developing students' discussion skills and emphasizing the importance of listening carefully and responding thoughtfully and appropriately. These activities may involve role-play, debates, interviews, structured writing, peer editing, and technology-based tasks that connect students to the real world. Teachers may address critical and creative thinking demonstrated through interviews and reports for classroom presentations and publications.

Accomplished teachers skillfully encourage in students a willingness to use English, even though they may make mistakes. Teachers know language is learned through

approximation of standard usages and making mistakes is an integral part of language learning; however, they are able to identify specific errors that do not necessarily disappear over time without instruction and offer students effective feedback. Teachers know when to model language forms, when to ignore language errors, and when to correct students explicitly and in culturally responsive ways.

Accomplished teachers use simple, specific, clear, and consistent feedback that students of diverse backgrounds can understand and use to improve their English language proficiency. Teachers provide feedback in a timely manner, supplement it with additional instruction as needed, and monitor students' responses to feedback. Accomplished teachers are carefully attuned to evidence that reflects students' emerging capacities to monitor and self-correct language as they attempt new constructions and convey new meanings in English.

Accomplished teachers recognize errors common to students of diverse primary languages and varying English proficiency levels. Teachers realize that English language learners often make errors related to over-generalization that nevertheless indicate their learning of English. For instance, they might state, "He goed to the store." Teachers also recognize that some students—many born in the United States—who have not demonstrated sufficient progress learning English might require sustained feedback, focusing on specific language features that have ceased to develop. These features might include noun plurals, subject-verb agreement, verb tense, modal auxiliaries, compound-complex sentences, articles, or fixed expressions, such as *on the one hand* and *on the other hand*. Teachers provide students opportunities to benefit from feedback focused on these errors.

Encouraging Students to Become Independent Learners

Accomplished teachers guide students as they become independent learners by teaching learning strategies that foster language development and subject matter mastery. Teachers know that intellectually active students are successful learners. Therefore, they offer students clear explanations, explicit modeling, and guided practice in techniques used by strategic learners, such as how to navigate textbooks, maintain organization, and use reference materials, including those on the Internet. As a result, students take ownership of strategies and apply them independently to improve their knowledge of language. Teachers recognize that such strategies empower students to succeed academically by giving them confidence to recognize their needs, cultivate their strengths, and undertake the challenges of English language learning.

Incorporating Assessment

Accomplished teachers recognize that assessment is a continuous cycle in which assessment of learning informs instruction, while instruction informs assessment. They infuse effective assessment strategies throughout their instruction. (See Standard VII—Assessment.)

Reflection

Accomplished teachers continually analyze their instruction—evaluating objectives, lesson plans, timing, classroom management practices, and classroom environments in terms of student learning and development. Teachers further critique success in planning, preparing for, and delivering instruction by reflecting on their knowledge of students, culture, second language acquisition, content-area curriculum, and of the English language. To enhance students’ simultaneous access to academic content and English language learning, teachers reflect on the learning environments they create and on their use of instructional resources. Teachers observe students’ progress in acquiring specific features of language, and, upon reflection, build connections between students’ current levels of knowledge and their functioning at more sophisticated levels of performance. Teachers also reflect on the degree to which their instruction communicates high expectations and fosters student success.

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

<p>ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Instructional Practice is included throughout the English Language Arts Standards. Sections from the following standards are included:</p> <p>STANDARD IV: Instructional Design and Implementation (entire Standard) STANDARD V: Reading and Viewing STANDARD VI: Writing and Producing STANDARD VII: Speaking and Listening STANDARD VIII: Language Study STANDARD IX: Inquiry</p>	
<p>OVERVIEW: Accomplished English language arts teachers use their knowledge of students, their discipline, and pedagogy to design and implement instruction that promotes the learning of all students. (Standard IV)</p> <p>Through inquiry, accomplished English language arts teachers foster dispositions in students to examine multiple perspectives; promote a process that prompts students to ask critical questions; encourage students to act on what they have learned; and equip students with the tools needed to examine, organize, manage, and analyze information. (Standard IX)</p>	
<p><i>Standard IV: Instructional Design and Implementation</i></p> <p>Accomplished English language arts teachers know that the ultimate purpose of English language arts instruction is to equip students to be critical evaluators and skilled producers of a variety of forms of communication. Accomplished teachers also understand the role that English language arts instruction can play in equipping students to live fulfilling and responsible lives, engage in civic responsibility, and become lifelong learners. Teachers use their knowledge of students, their knowledge of English language arts, and the principles of instructional design and implementation to set attainable and worthwhile learning goals for students and to develop meaningful and equitable learning opportunities, while extending to students an increasing measure of control over setting goals and choosing how to pursue them. Accomplished teachers frequently integrate reading, writing, producing, speaking, listening, viewing, and inquiry opportunities within English studies and across the other disciplines. English language arts teachers select, adapt, and use instructional resources that support active student exploration of language processes. Teachers read widely, and they draw on their knowledge to choose high-quality texts that exemplify the diversity of human experience. Accomplished teachers possess content and pedagogical</p>	

knowledge of reading, writing, language study, speaking, and listening, and they know how to incorporate that knowledge into their lessons. Teachers take the initiative to keep updated on current research, materials, and technologies related to instruction in English language arts. However, they also are cognizant of techniques that stand the test of time, incorporating and, when necessary, updating these techniques according to changes in students and the contexts in which they work. Accomplished teachers continually reflect on their instruction and its outcomes to improve student learning.

Establishing Instructional Goals

Accomplished English language arts teachers are goal oriented. They draw on their knowledge of their students, of the ways in which language is learned, and of the substance of the English language arts field when setting attainable and worthwhile learning goals with their students. Teachers are aware that they do not have complete freedom in setting these goals. In most cases, teachers' broadest instructional goals are defined at the state and district levels. Furthermore, English language arts teachers regularly receive course assignments that describe the general nature of the material on which they are expected to focus. However, within this overarching context, teachers make significant instructional planning choices that shape the flow of learning. They make state and district goals applicable to their learning environments and establish additional learning goals that reflect the cultivated understanding of language arts that they are trying to inculcate in their students.

At the beginning of the school year, accomplished English language arts teachers determine where students should be academically at the close of the school year; then they plan instruction to ensure that students master these goals. Accomplished English language arts teachers use national, state, and local standards and many types of student data to set instructional goals, knowing that one test score does not define a student's ability in the learning environment. Accomplished teachers determine what types of initial assessments will be used and when to administer them. They then implement the assessments, analyze the results, and develop lesson plans. For example, an accomplished teacher might look at district, state, and classroom assessments to determine a student's individual skill level and then adjust lesson plans accordingly. Teachers collaborate with specialists to assess students' needs when necessary. Accomplished teachers gather data throughout the year and refer to this accrued data to drive instruction. (See Standard X—Assessment.)

Accomplished English language arts teachers use knowledge of their students to provide a clear sense of purpose in the learning environment and to set high expectations for all students. In some cases, teachers have a vision of success in English language arts that is beyond that conceived of by the students themselves. When designing learning goals and opportunities, teachers acknowledge that students learn at different rates but stress that despite this variation, all students are capable of meeting high and rigorous goals. Teachers recognize that young adolescents and young adults are more highly motivated when they perceive that their language explorations are serving their own ends. Furthermore, the ultimate goal of education—cultivating

independent, self-reliant learners—requires students to develop a sense of self-direction. Therefore, in the learning environments of accomplished English language arts teachers, educational goal setting is an interactive process that takes place between the student and the teacher. For example, to help students become more aware of the challenges that exist in their writing, a teacher might guide students toward identifying specific traits that characterize high-quality writing and then provide students with tools for tracking their scores in these traits. This endeavor would enable students to set the goals that would best strengthen their writing. Teachers could ask students to return to the goals on the completion of each successive paper and identify evidence of personal growth. Teachers carefully negotiate with students a steadily increasing measure of control while maintaining a critical balance: they encourage self-directed learning, but they ensure that students make choices within a framework of ambitious, long-term learning goals informed by their teachers' knowledge of English language arts. (See Standard I—Knowledge of Students.)

Throughout the year, accomplished teachers focus instruction on learning outcomes that help students comprehend and ultimately succeed in the world beyond their immediate surroundings. English language arts teachers also move students outside their realm of familiarity. For example, an accomplished teacher might engage students in inquiry focused on a current issue that students have not previously been exposed to and then help them explore its relevance to a global community.

Selecting Resources

Accomplished English language arts teachers are familiar with the range of resources needed to provide instruction in all of the language arts. These resources include, but are not limited to, literary and informational texts used to teach reading, research tools used to teach inquiry, grammar resources and model texts used to teach writing, and technological tools used in various forms of production.

Accomplished English language arts teachers make informed decisions about which instructional resources will best support their curriculum and benefit their students. Teachers continually update their knowledge of resources by referring to research, participating in professional development, and collaborating with colleagues. Furthermore, accomplished teachers recognize that students bring resources, such as their personal backgrounds, to instruction. By learning about students and from them, accomplished teachers can capitalize on students' prior knowledge and interests to create a relevant, rich, expansive curriculum. Accomplished teachers provide students with access to a variety of texts and tools—ranging from print resources to electronic, interactive media—to accommodate all ability levels and interests.

To the extent possible, accomplished English language arts teachers skillfully choose texts that appeal to early adolescents and young adults. In addition to meeting curricular goals, these textual resources exhibit such qualities as the imaginative use of language; the development of complex, nonstereotypical characters; and the sensitive portrayal of human experience. In situations where teachers are required to teach

mandated texts, they find creative ways to link these texts to their students' needs. Teachers recognize that almost all texts present dilemmas of the human condition that can spur profound questions for students, improving their critical reading, writing, viewing, speaking, and language skills.

Accomplished English language arts teachers also encourage students to self-select texts for reading, listening, and viewing and topics for speaking, writing, and producing. Teachers urge students to select texts that represent diverse views so that they can become informed citizens who recognize the complexity of society. Teachers do not allow their own lack of familiarity with specific cultural contexts to keep them from exploring new works with their students; rather, they expand student choices of culturally responsive resources by enlisting help from members of diverse communities and cultures, and they learn from students themselves the meanings of words and customs from the students' experiences. (See Standard II—Fairness, Equity, and Diversity.)

Within the limits of what is available, accomplished English language arts teachers help students select and gain experience in working with technology. Teachers incorporate these tools into the learning environment to help students meet goals that are anchored in relevant standards. Accomplished English language arts teachers show students how to identify a variety of sources and then locate, evaluate, synthesize, and apply information from those sources. Accomplished teachers recognize that the rapid increase in the availability of information and the proliferation of new and emerging technologies that can be accessed by teachers and students provide new challenges as well as new opportunities. Teachers help students realize that consumers need to address the questions of credibility and ethics that arise when information is widely shared and easily acquired.

Accomplished English language arts teachers creatively pursue resources to enrich the learning environment. They might pursue grant money; donations; free or used materials; or ideas from colleagues, parents, and community members. Accomplished teachers keep apprised of and use online resources to create the richest possible learning opportunities for students.

Designing and Implementing Instructional Strategies

Accomplished English language arts teachers tailor aspects of language arts content to the appropriate instructional strategies to provide optimal learning for early adolescents and young adults. Teachers design lessons that challenge students to reach beyond their present abilities and situations while at the same time accommodating students' individual needs. Accomplished teachers possess a toolbox of instructional strategies that they can use to adjust their practice as appropriate. For example, when students need more explicit instruction to master a skill, accomplished teachers may employ strategies such as think-alouds and modeling. Teachers provide alternative avenues to the same learning destination, realizing that a variety of pedagogical styles can be successful in the learning environment. Accomplished teachers who possess

knowledge of their students achieve a high level of engagement in their learning environments; students are involved and believe the work they are doing in the course is relevant to their present lives and futures. For example, an accomplished teacher might have students deeply examine multiple sides of a local issue to see the importance of using communication skills and making informed judgments as a participating citizen.

Accomplished English language arts teachers use complex questions to guide instruction. They design these questions using knowledge of their students and knowledge of standards. They also consider overarching themes, goals, careers, and concepts of social justice. Accomplished teachers use questions to construct and pace daily lessons, units, courses, and long-term goals, and they provide students with a clear picture of how each experience in the learning sequence builds on prior learning and aligns with the overall curriculum. Accomplished teachers help students learn to form their own central questions and develop their own purposes for inquiry: ones that are cross-disciplinary, investigative, and sustaining. Teachers model how students should frame and pursue authentic learning in and outside the classroom.

Accomplished English language arts teachers demonstrate a contagious enthusiasm for their field, which helps students appreciate language and literature as genuine sources of enjoyment and discovery. Accomplished teachers often assume the role of co-learners: reading, writing, and discussing alongside their students; reacting honestly to ideas; and demonstrating their openness to fresh interpretations of familiar texts. Although teachers are candid about their extensive knowledge and expertise in the language arts, they do not project themselves as infallible. They model the idea that gaining knowledge and insight from a variety of texts is a lifelong activity that has intrinsic as well as practical value. Accomplished teachers also realize that their own attitudes can influence student learning; therefore, they carefully manage the ways they interact with students. They exhibit an open-mindedness to students' ideas, understanding that when an instructional leader models intellectual flexibility, students will be more likely to listen to and respect one another's ideas.

Accomplished English language arts teachers are sensitive to the diversity in their learning environments and are thus purposeful about encouraging students to find and express their own voices. Teachers seek information about important cultural and ethnic events and experiences from students, parents, and other community members. Teachers draw on students' background experiences, when appropriate, to broaden class discussions and foster enriched learning. They provide connections to challenging curricula through lessons that appeal to a variety of learning styles and are creatively adapted to individual student needs. (See Standard I—Knowledge of Students.)

Accomplished teachers are responsive to the skill levels, needs, and interests of their students. Accomplished teachers scaffold reading instruction for some students by filling in needed background knowledge, making connections, chunking the text, or slowing the pace. For other students, teachers may provide challenges through curricular extensions, a brisker pace, or increased rigor. Accomplished teachers may

support writers through minilessons, make a writing task less intimidating by breaking it into discrete pieces, provide student models of differing proficiencies, or supply mentor texts. Accomplished teachers recognize that students have varying reading levels; to address this situation equitably and provide for student success, they may assign similar texts of different readability levels or audiobooks. Teachers' decisions in differentiating instruction are thoughtful, purposeful, and tied to standards and respect students' dignity. (See Standard I—Knowledge of Students, Standard II—Fairness, Equity, and Diversity, Standard V—Reading and Viewing, and Standard VI—Writing and Producing.)

Accomplished English language arts teachers understand that providing students with meaningful choices is an important element of sound instruction. Choice can manifest itself in a number of ways. For example, a teacher might select a range of titles centered around a specific theme and allow students to select from the provided list. Alternatively, students might all study the same text but then opt for different ways to demonstrate their understanding of that text. Choice can be an especially powerful tool in the process of inquiry, where students brainstorm ideas and pursue a project, anchored in standards, and of significant interest to them. In addition to increasing students' sense of ownership over their learning, choice can foster metacognition. Students learn that choice should not be random or merely intuitive; choice is most successful when it follows a careful analysis of one's own learning style and instructional needs. (See Standard IX—Inquiry.)

Accomplished English language arts teachers perceive the content and instruction of English language arts as a springboard into global awareness and civic action. Accomplished teachers build civic awareness in the English language arts classrooms. They do this, for example, by including various texts representing diverse cultures and viewpoints. Teachers build civic responsibility by helping students learn to take action on behalf of local and global opportunities, challenges, and issues. Accomplished teachers show students how to build on their backgrounds and interests and access materials so they can participate as global citizens.

Accomplished English language arts teachers use a range of assessment methods to monitor student progress and plan and modify instruction. Assessments are planned in an integrated manner alongside goal setting and decision making about students, resources, and instruction. Teachers rely on assessment findings as one means to adjust their original plans for individual students, small groups, and the entire class. In addition, accomplished teachers use the results of assessments to provide feedback to students so that they can make accurate and realistic judgments about their own progress. When students assess their own performance, teachers may use these evaluations as another source of information for constructing a profile of student progress. Accomplished teachers understand that assessment is critical for helping teachers decide to stay the course, apply new strategies and reteach, or extend what students are learning. Accomplished teachers appropriately communicate assessment results to various audiences. (See Standard X—Assessment.)

Reflection

Accomplished English language arts teachers reflect on the effectiveness of their instructional design and implementation. They deliberately observe, analyze, and improve their instructional practice for the purpose of achieving instructional goals. Accomplished teachers recognize and can articulate the reasons for their decisions, clearly linking student outcomes to their instructional actions. They understand circumstances in which learning occurs, and they reflect on the extent to which the instructional strategies promote their students' growth. Teachers see reflection as the engine that drives improved teaching and student learning and reflect continuously on curriculum design: how units, lessons, and assignments meet instructional goals and student needs.

Accomplished English language arts teachers review available evidence to identify what went well, what did not, and why. An accomplished teacher might consider the following questions: "What are the goals of instruction?", "How can I determine whether students have mastered these goals?", and "How will I respond if they learn, and how will I respond if they do not?" For example, a teacher might initially assume that, because of a lively discussion, all the students in the class have understood a given concept. However, after analyzing written responses, a video recording, or a student participation log, the teacher might realize that the students in one section of the room were not paying attention to the discussion. Such an analysis might lead the teacher to reteach material, restructure groups, or reconsider the vehicles for student response. In a different situation, if a teacher noticed that when students were asked to blog about a book that most of them completed the assignment in a thoughtful and engaged manner, the teacher would examine the factors that distinguished this performance from that of a less effective unit of study. Identifying the contributing factors that led up to the blog's success would help the teacher replicate this success with a different group of students.

Accomplished English language arts teachers critically examine their practice on an ongoing basis to improve their instructional design and implementation. They explore innovative as well as enduring practices and continually reflect on how all practices can improve student engagement and student outcomes. Accomplished teachers do not blindly adopt new pedagogy simply because of its popularity. They analyze new methodologies through the lens of research, their own past experience, and the particular needs of their students. Accomplished teachers strategically incorporate teaching methods that improve student learning.

From Standard V: Reading and Viewing
From the Section The Purposes of Reading

Accomplished English language arts teachers help students understand that one's purpose for reading should influence the way one chooses and approaches a text. For example, a student in search of a specific item of information might skim quickly or, in the case of digital text, perform a keyword search. A student with a different purpose,

such as analyzing the viewpoint in a controversial documentary, would need to carefully follow the logic of the premise and evaluate the facts used to support it. Teachers help students realize that one's purpose can change as one engages with a text, and that new strategies may flow from a revised purpose. For example, a student who starts out by skimming a text for a fact may encounter an engrossing argument and decide to slow down, read more carefully, and then reread. Accomplished teachers help students set purposes for reading and viewing, leading them to develop and articulate their own purposes and strategies. Ultimately, students will employ these skills in disciplines other than English language arts. For example, when solving a mathematical equation, students understand the necessity of going slowly, taking things apart, and checking understanding. In social studies and science, students learn to pay close attention to features such as headings and subheadings to identify main ideas and chunks of information.

Genres

Accomplished English language arts teachers recognize that students need experience recognizing various genres, including, but not limited to, poetry, drama, novels, biographies, speeches, journal articles, essays, video games, and documentaries; students also need exposure to both canonical and contemporary texts. Accomplished teachers help students appreciate each genre's unique characteristics. Teachers instruct students about the purposes and features of various genres to prepare students to become more sophisticated thinkers and communicators.

Accomplished English language arts teachers help students understand the features of texts. For example, teachers explain the structures of novels, short stories, plays, and poetry. They help students analyze plot, including flashbacks and foreshadowing. They teach poetic forms such as haiku and sonnets. They help students analyze organizational patterns, rhetorical devices, graphic elements, and other features that help convey meaning to the reader. For example, a teacher might model how to analyze a political cartoon or persuasive essay for propaganda techniques and fallacious reasoning. Accomplished teachers explain how to assess the currency, reliability, and bias of sources and data. They help students become aware of how the careful interpretation of themes, viewpoints, archetypes, stereotypes, symbolism, figurative language, allusions, motifs, and other conventions can lead to deeper understanding of a text. Accomplished teachers instruct students about the ways in which commercial, social, cultural, and political messages are embedded in texts.

Instructional Strategies

Accomplished English language arts teachers have the pedagogical skills necessary to help all students improve the way they navigate through text. Teachers understand that the meaning-making process is influenced by a multitude of factors, including the purpose for reading; the evolving knowledge, interest, and skills that the student brings to the task; and the nature of the text. Accomplished teachers are sensitive to the ways in which these factors interact, and they adjust and implement strategies in light of the

particular context rather than following a prescriptive or formulaic approach. Teachers motivate students to find personal meaning in texts through a variety of best-practice, research-based instructional techniques.

Accomplished English language arts teachers are able to select appropriate texts based on student needs because they are aware of students' comprehension levels and individual interests. Teachers can identify and access materials that have a wide range of readability; they also know how to provide texts with similar subject matter in different formats and at different levels of difficulty, such as a Shakespeare play and a high-quality graphic novel or film version of that story. Accomplished teachers introduce students to the richness of literary traditions within and across cultures, both to reflect the diversity of students in the learning environment and to increase students' global awareness of traditions they have never directly encountered. Teachers select texts that evoke profound questions around issues such as coming of age or justice. Accomplished English language arts teachers view their school media center and their library media specialist as important resources for their students and themselves. Teachers present challenging, high-quality texts to all students, and they provide the strategies necessary for students to improve their skills in reading and viewing. (See Standard XI—Collaboration.)

Accomplished English language arts teachers use a variety of appropriate instructional activities to help students plan, engage with, and respond to ideas and topics in their reading and viewing. Teachers show students how to monitor their understanding of texts in order to make decisions about how to adjust their reading pace and how to determine what to read carefully, what to read quickly, what to skip, and what to reread. In the case of digital resources such as websites, digital databases, video, and other media, teachers instruct students in specialized strategies such as analyzing the camera angles, voiceovers, and music that a director used in a filmed short story to add subtleties to the narrative. (See Standard IV— Instructional Design and Implementation.)

Accomplished English language arts teachers use scaffolding to help students learn how to interpret more complex texts over time. When students experience challenges, accomplished teachers help them work through the ensuing frustration by giving them strategies to unlock meaning and continue. Teachers model for students how to visualize what they are reading, summarize what they have read, and ask and answer questions about texts. In the case of nonprint texts, teachers teach students to be active viewers in order to pay attention to detail, to make inferences, and to interpret complex visual features to derive deeper meaning. Accomplished English language arts teachers provide students with a range of resources that help them interpret texts. For example, a teacher might show students a nineteenth-century portrait to help them visualize the clothing and hairstyle of a character from a historical novel, or provide students with literary criticism to help them understand complex imagery in a poem. In a different context, a teacher might use emoticons to help an English language learner to develop precise vocabulary for the range of emotions that a character experiences.

Accomplished English language arts teachers model the way that experienced readers progress through difficult text. As students read a novel written from multiple perspectives, for example, teachers can help them track the narrator for each section. Teachers may help students synthesize information from each chapter to determine the main idea of an informational text. Accomplished teachers recognize that effective interpretation of text is recursive, so they teach students how to revisit sections of a text to clarify, deepen, or modify an evolving understanding. For example, when students are analyzing the relationship between characters, teachers may emphasize the importance of returning to the characters' many interactions over the course of the text to follow the dynamics of the relationship. Similarly, teachers may replay a portion of a film that foreshadowed a significant event.

Accomplished English language arts teachers are lifelong readers and sophisticated viewers who model reading and viewing behaviors for their students. Teachers share stories of their personal experiences with texts: the difficulty and frustration of taking on challenging texts and the excitement, satisfaction, and accomplishment they derive from reading and viewing. Accomplished English language arts teachers enjoy finding the connections between reading and other parts of life, and they model this open and curious disposition. Accomplished teachers demonstrate that literature is a tool for building a shared vocabulary and set of allusions with the rest of the English-speaking world and show how these shared references can connect popular culture with canonical works in a layered way. Accomplished teachers recognize that sharing their passion is a powerful tool for cultivating a similar passion in their students.

Accomplished English language arts teachers understand that reading and viewing are interrelated with writing and speaking. Teachers realize that building reading and viewing skills enhances the skills of writing and speaking. For example, a reader draws a conclusion from a text using clear evidence contained within the work, whereas a writer embeds clear evidence in a text to guide the reader toward a specific interpretation. Viewing and producing are similarly related. A viewer interprets the meaning of visual symbols, and the producer creates those symbols. Teaching students to read and view critically demystifies the sometimes intimidating processes of writing and producing because students perceive that writing and producing involve a set of logical, understandable, manageable steps.

Accomplished English language arts teachers help students learn to derive meaning from texts through writing activities such as response or dialogue journals, graphic organizers, and formal analytical essays. Accomplished teachers also develop reading through oral activities such as question posing; student-led but teacher-facilitated discussions; dramatic performances such as role-playing, readers' theatre, and dance; and visual representation. To deepen students' understanding of texts, accomplished teachers regularly foster opportunities for public conversation so that students can meaningfully express their ideas and then clarify their understanding about what they have read or viewed. Accomplished teachers may facilitate small student-led group discussions; whole-class discussions; and conversations outside the classroom, such as video conferencing, discussion boards, written correspondence, and book clubs.

Accomplished English language arts teachers understand that reading and viewing are interrelated with the study of language. In the course of teaching reading and viewing, teachers focus on vocabulary, word choice, and sentence structure as they relate to style, voice, and rhetorical effect. Teachers know that reading is the single greatest way to develop students' vocabularies and overall language fluencies, but they also realize that intentional vocabulary instruction before and during reading is an important component of reading assignments. Teachers demonstrate how words are conceptually related to one another through such activities as etymological study, semantic mapping, classification, and the study of word structures. Students of accomplished teachers also learn a range of word-attack strategies that they can apply to unfamiliar words, such as consulting the dictionary, analyzing roots and affixes, analyzing inflections, transferring their knowledge of foreign languages, and making inferences based on contextual clues. (See Standard VIII—Language Study.)

Accomplished English language arts teachers create independent, critical readers and viewers by scaffolding students' thinking through complex issues. Accomplished teachers understand that all students need support regarding different aspects of reading and viewing. Teachers understand that students may grapple with comprehension of print and nonprint texts for a variety of reasons, including unfamiliar vocabulary, difficult figurative language, and complex sentence structure. Students' background knowledge, cultural assumptions, and lived experiences may also significantly influence students' understanding of text. Whereas most early adolescents and young adults already possess the skills to decode and read with some fluency, some early adolescent and young adult students continue to experience difficulty. In these cases, accomplished teachers offer sensitive assistance and developmentally appropriate materials that respect the student's chronological age and interest. For example, in the case of a student who reads significantly below grade level, an accomplished teacher would strive to locate a text with a lower readability level but with age-appropriate content. The teacher would also be sensitive about how to present the book in a way that shows respect for the student's dignity as a learner. When student difficulties are profound, teachers may need to create partnerships with other adults such as reading specialists, reading or literacy coaches, teachers of English language learners, or special education teachers to help all students experience growth. Accomplished teachers realize that the goal of all support strategies is ultimately to empower students to interpret texts on their own.

Accomplished English language arts teachers realize that many students can be reluctant readers at times. This reluctance may have interrelated, complex causes related to both skill and emotion. Students may struggle with the rigor of the structure, vocabulary, or content, and they may have had negative prior experiences with reading. Some may lack interest in specific subject matter or genres. Skilled readers who are accustomed to comprehending with ease may resist certain texts because they are not used to frustration and may even feel that their identities as proficient readers are being challenged. Accomplished teachers inspire interest in reading and generate confidence in their students by helping students select relevant, accessible, engaging

texts that appeal to students' interests, experiences, and genre preferences. When students are ready for additional challenges, accomplished teachers offer more sophisticated, challenging material. (See Standard I—Knowledge of Students.)

Accomplished English language arts teachers recognize that assessment is an ongoing process that helps drive instruction. They know that to comprehend texts proficiently, students draw from a variety of reading and viewing strategies to relate new ideas to what they know, to attend to how well they are understanding the text, and to monitor and improve their comprehension. Teachers may assess students' skills in these strategies through activities such as process journals, sticky notes, student think-alouds, or individual conferences. Accomplished teachers who have taught their students strategies for comprehending and interpreting paintings or films might assess their students' ability to comprehend and interpret a film director's technique and its contribution to the film's message, or how an author's treatment of theme compares to a visual artist's treatment of the same theme. For example, an accomplished teacher might assess students' ability to compare and contrast Lee's treatment of racism in Bob Ewell's attitude toward Tom Robinson in *To Kill a Mockingbird* and Rockwell's treatment of racism in *The Problem We All Live With*. In another example, an accomplished teacher might ask students to interpret Robert Mulligan's use of camera angles in the court scene of *To Kill a Mockingbird* (1962) to deepen students' understanding of the characterization of Atticus Finch. In such assessments, an accomplished teacher reinforces the strategies needed to develop students' ability to read texts critically.

Accomplished English language arts teachers use a variety of methods to assess students' comprehension. They may quickly monitor in-process reading comprehension during class by using student-response systems, and they may check for literal comprehension of a short story by using exit questions or by having students map the main events of the plot. To assess students' skill in making inferences, teachers may have students outline the claims of an argument or write about the traits of a character, citing evidence for their inferences.

Accomplished English language arts teachers understand the many ways in which reading skills can be assessed. They study student performance data to form hypotheses about the strengths and needs of their students, both individually and as a group. They recognize where their students fall on a critical reading continuum, and they make adjustments to broad-based plans to tailor appropriate instruction for individuals as well as for the group. To the extent possible, accomplished teachers embed the reinforcement of targeted reading skills in their regular instruction and monitor progress on those skills, rather than teaching to the test by practicing the skills in isolation. (See Standard X—Assessment.)

From Standard VI: Writing and Producing
From Knowledge about Writing and Producing

Accomplished English language arts teachers recognize that students are more connected to peers, media, and the world at large than ever before. Youth converse

across space and over time in a hyperproductive fashion. Regular engagement in textual conversations, media production, and participatory gameplay acculturates students toward meaningful production that invites feedback, immerses students in collaborative communities, and values student knowledge. Accomplished teachers capitalize on these components of engagement when constructing and implementing in-class production.

Accomplished English language arts teachers instruct students in the etiquette of participating in online forums. Teachers contrast the tones and styles appropriate for academic versus social communication. They also teach students how to participate in such forums effectively, for example, by considering the potentially negative impact of overusing elements such as capital letters, excessively short sentences, and abbreviations. Students learn to temper a disagreement with an introductory phrase, and realize how their comments will appear online, for example, in the context of a previous discussion or in isolation. Accomplished teachers instruct students in the effective use of hyperlinks, showing them how to insert such links so that they do not interrupt the flow of the text in a jarring way.

Accomplished English language arts teachers recognize that technology tools, particularly social media sites and text messaging, have the potential for misuse by early adolescents and young adults, particularly through spreading rumors and in cyberbullying. Accomplished teachers actively teach students that not only do writers have ethical responsibility for their work, but also that there can be school sanctions and legal consequences for writing that is hurtful, slanderous, or hateful. (See Standard II—Fairness, Equity, and Diversity.)

Instructing Students in Writing and Producing

Accomplished English language arts teachers design instruction to provide their students with varied opportunities for writing and producing texts. In the learning environments of accomplished teachers, writing instruction provides appropriate scaffolding, feedback from both teachers and peers, time for recursive revision, and varied writing and producing tasks to help students progress. Accomplished teachers design writing instruction so that students have the opportunity to demonstrate growth over time. For example, a teacher might have students return to a previous writing activity, either by revising a text written earlier in the year or by performing a new but similar writing task incorporating feedback from a previous assignment. Accomplished teachers recognize students' varying levels of proficiency and strive to differentiate their instruction so that all students are appropriately challenged and supported. Teachers prepare students to be independent writers and producers with a broad repertoire of skills, processes, and strategies.

Accomplished English language arts teachers help students understand that producing text is a complex, recursive thought process in which the writer makes choices as the result of careful reflection on what to express and how best to express it. Accomplished teachers help students understand that, as with anything of value, writing and

producing a meaningful text requires planning and hard work. They help students set goals and determine relevant processes to achieve those goals.

Accomplished English language arts teachers know that successful writers and producers can articulate a clear understanding of function, form, and audience, and that writing and producing require the use of cognitive skills, applied continuously and systematically throughout the development of a work. Therefore, accomplished teachers empower their students with the ability to choose among various forms and functions and then analyze the impact of those choices on achieving the writer's message and purposes for varied audiences. For example, an accomplished teacher would help students explore the different ways a poem and an essay convey a message.

Accomplished English language arts teachers explain that authentic writing and producing frame particular perspectives influenced by the students' personalities, prior experiences, cultures, ideas, and interactions with their audiences. Accomplished teachers give students many opportunities to work with their peers to help them develop, test, and refine ideas within a web of social interactions. Teachers help student writers achieve a careful balance between considering others' comments and retaining a strong individual voice that expresses their own knowledge and perspectives. Teachers remind students that expressing ideas is a social process; to communicate effectively, a writer must retain a keen awareness of the audience.

Accomplished English language arts teachers show students models of argumentative, informative, narrative, aesthetic, and creative texts and help students see that successful writers and producers integrate strategies significant to each genre, such as selecting the most persuasive visuals in a public service announcement or carefully structuring a logical organizational pattern in a research paper. Accomplished teachers discuss different types of model texts with students, depending upon whether they are struggling or experienced writers.

Accomplished English language arts teachers teach students to analyze the elements that go into making a product communicate its intended meaning. Accomplished teachers help their students understand that, although organizational structures vary from one genre to another, the parts of a text must always relate to the whole. In multigenre texts and in texts with hyperlinks, organizational structures may be varied and complex, but meaning still coheres around the writer's organizational decisions. Teachers explain that conventions are important because they help to convey information in a clear, systematic, and efficient manner, thereby maximizing the impact of a text on viewers or readers. Accomplished educators teach grammar, usage, punctuation, capitalization, and sentence formation in such a way that student writers can immediately put their knowledge to use in their own writing. When such an activity would further a learning goal, accomplished teachers may also instruct students in the mechanics of composing nonprint texts, such as films; for example, a teacher might help students manipulate technical elements such as lighting, camera angles, and framing to create meaning. Accomplished teachers help students understand how and

when it can be effective to defy conventions, supplying models from great poets, programmers, and others who broke rules in creative and evocative ways.

Accomplished English language arts teachers teach the craft of writing in both isolated and integrated lessons and at many structural levels: diction, sentences, paragraphs, and complete texts. For instance, a teacher might provide students with guidance about diction by pointing out instances of effective word choice in their writing and asking them to articulate why those particular words are so compelling. Teachers might teach sentence construction through sentence-combining activities or sentence study based on models. They might also have students revise their own sentences within various kinds of texts. A teacher might teach writing at the paragraph level by having students first write a simple paragraph with a main idea and a simple list of supporting details and then layer and connect details in a more mature and fluent way. At the holistic level, teachers help students gain skill in producing cohesive and coherent writing in extended texts. (See Standard VIII—Language Study.)

Accomplished English language arts teachers encourage their students to share their own writing and producing. Teachers provide varied opportunities for students to assess, discuss, and publish the texts they are creating. In the learning environments of accomplished teachers, students learn to be intensely aware of their audiences. A teacher might assign students to write a movie review one way when casually reporting to their friends via social networking and then in a different way when constructing a formal review for the school newspaper or blog.

Accomplished English language arts teachers understand the critical role that publication plays in the teaching of writing and producing. The public context for writing and producing creates a need to draft, edit, and revise in disciplined ways to address the needs and expectations of varied audiences. Publishing also creates opportunities for authentic feedback for students. Accomplished teachers convey to their students that publishing can range from sharing a journal entry with classmates, to writing a proposal for a substantial change in the school, to publishing work on a publicly constructed and monitored site. In some cases, teachers who strive to publish their own work provide powerful models for students.

Accomplished English language arts teachers respond with genuine interest to the writing of all students, model the effect that writing has on an audience, and provide fair and constructive responses to improve the writing of every student. Accomplished teachers understand the personal nature of writing and producing, and they know that students reveal a great deal about their personalities, their imaginations, their dreams, their backgrounds, and their experiences through their work. Teachers understand that writing can give voice to every student, regardless of their level of fluency with language. Accomplished teachers know that the essence of an effective and meaningful writing style is an individual voice, so they support their students in developing a voice that reflects and values their individuality. Teachers respond to student writing with sensitivity and take advantage of opportunities to build students' sense of confidence and competence as communicators.

Accomplished English language arts teachers present writing and producing as means of connecting to texts, to diverse cultures, to our society, and to the meaning of our lives. They teach writing and producing in a way that promotes fairness, equity, and respect for diversity. Accomplished teachers infuse their learning environments with rich texts representing a broad range of cultures and socioeconomic backgrounds to spark inquiry, enrich language study, build cultural awareness, and serve as models for writing. Teachers encourage students to produce texts that celebrate their knowledge, their cultural identity, and the meaning they find in their lives. (See Standard II—Fairness, Equity, and Diversity.)

Accomplished English language arts teachers understand that writing and producing can help students explore the world beyond their immediate surroundings and become members of new communities. Accomplished teachers guide students toward the production of texts that address inequity, question power structures, and strive to promote a more just world. Accomplished English language arts teachers instill in their students the desire and the ability to use communication skills to participate in the democratic process through such activities as writing editorials, commenting on blogs, and creating letters to public officials. Teachers help students identify opportunities to explore, promote, or defend the causes with which they identify.

Accomplished English language arts teachers realize that their students need an awareness of the ethics governing the use of various media. Accomplished teachers help students understand the nature of intellectual property, as well as the value of research. Teachers guide students toward the responsible use of copyrighted information, including strategies for avoiding plagiarism and instruction in conventions for quoting text and for in-text citations and lists of sources. When students produce works that use images, music, movies, or other media created by others, accomplished teachers help them understand and apply the doctrine of fair use. Accomplished teachers value students' writing as intellectual property and impress a sense of ownership and their rights as creators in their students. When teachers use student work for their professional purposes, they honor student ownership by obtaining permission from the student.

Resources for Writing and Producing

Accomplished English language arts teachers provide models of writing for students to use in developing and reflecting on their own work. Teachers supply a range of models in terms of genres, purposes, audiences, and quality. Accomplished teachers strategically develop and select models of writing and producing in response to specific student needs and learning goals. For example, some models might provide positive exemplars whereas others might portray common challenges, such as how to craft sentences and paragraphs, select and sequence visual or digital media, and strengthen word choice or mechanics.

Accomplished English language arts teachers help students develop their own tools for writing, including composing and editing guides and scoring rubrics. Teachers understand that students need to learn how to locate and use model texts and reference materials, including print and electronic thesauruses, dictionaries, research journals, examples of literary criticism, and indices. Accomplished teachers explain how to employ resources that address issues such as word choice and the mechanics of writing. Teachers provide opportunities for working with a variety of production tools, including digital tools when possible. Accomplished teachers consider students' access to technology when making assignments, and they help students use resources such as school computers, computers in public libraries, and Internet-enabled mobile media devices as pathways toward digital equity. (See Standard II—Fairness, Equity, and Diversity.)

From Standard VII: Speaking and Listening
From section Purposes and Contexts for Speaking and Listening

Accomplished English language arts teachers structure activities to encourage students to listen with appreciation, critical awareness, and empathy. Teachers help students receive, comprehend, assess, and evaluate aural information; follow oral directions; respond appropriately to verbal and nonverbal cues and feedback; pick out main ideas and significant details; and appreciate the free expression of others. Accomplished teachers help students develop into purposeful listeners who process what they hear and are attentive, open-minded, and respectful. Opportunities for students to listen for different purposes and in various contexts include listening to an individual versus a group, listening quietly versus listening as part of a conversation, listening to a person who is physically present versus listening to recorded speech, listening to a speaker using an unfamiliar dialect versus listening to someone who uses the students' native dialect, and listening for important details versus listening for general ideas.

Accomplished English language arts teachers also provide their students with many contexts for speaking. Activities may include, but are not limited to, small-group or whole-class discussions of texts, debates, mock trials, oratorical advocacy, extemporaneous speaking, storytelling, podcasts, documentaries, and student broadcasts of morning announcements. Accomplished teachers explain to students the different purposes for speaking: to inform, to entertain, to inspire, to describe, to persuade, and to inquire.

Accomplished English language arts teachers acknowledge the speaking and listening skills that students bring to the learning environment. They tailor contexts that build on the abilities that students possess, teach skills that students lack, and continuously expand and refine students' capacities. For example, upon recognizing that a student who struggles with writing is an eloquent speaker, a teacher might have the student use audio recordings such as podcasts as a strategy for prewriting a formal essay. The student could convey ideas orally, and then listen to the podcast and convert the spoken word to a written product. (See Standard I—Knowledge of Students.)

Accomplished English language arts teachers help students explore, understand, and appropriately use, or code-switch among, the different forms of language found in various home, school, and community settings. Teachers are aware that in informal situations, students speak for purposes different from those in class, often moving between Standard American English and more colloquial idioms. Teachers celebrate the diversity of language in their learning environment and validate linguistic and dialectal variations within the learning community, such as the regional speech patterns of various ethnicities. However, teachers make it clear that a speaker must always consider audience and context and that Standard American English is essential in formal communication. (See Standard VIII—Language Study.)

Pedagogy and Strategies for Teaching Speaking and Listening

Accomplished English language arts teachers provide relevant experiences to help students practice the full range of speaking and listening skills necessary for successful participation in the world. Teachers seek to advance students' abilities for a variety of purposes and audiences by creating rich conversations—in whole groups, small groups, and with a partner—that are built around significant content. Language arts teachers also realize the importance of engaging students in authentic conversation about their interests to establish a bridge for future learning.

Accomplished English language arts teachers establish a learning environment in which language is used in ways that show respect for others. Teachers help students understand the emotional power of language; for example, they may directly address the effect of using labels and name-calling. These teachers go beyond merely pointing out the potential hurtfulness of language; they analyze the countereffect of positive and respectful language. Accomplished teachers create a trust-filled learning environment in which all students will risk participation in oral activities; teachers know how to support students who sometimes struggle when asked to think out loud, speculate in front of others, and compose publicly. For example, a teacher might have students share ideas by rotating through several small groups before presenting to the class as a whole. The teacher could also ask students to prepare their thoughts in writing before class and then use these notes for in-class discussion.

Accomplished English language arts teachers support the development of students' listening skills and abilities in a variety of ways. Teachers model active listening in the day-to-day management and monitoring of the class. They show that by listening closely to students' ideas, they can raise the overall level of discussion. They demonstrate through their reactions that they notice and value skillful word choices and rich metaphors. Accomplished teachers also demonstrate how listeners should respond when they are confused by what they have heard, for example, by tactfully but persistently requesting clarification.

Accomplished English language arts teachers may use formal public speaking assignments to teach students to be members of an attentive audience. Students of accomplished teachers learn that attending to a formal speech involves appreciating

how visual elements such as facial expression, gestures, and graphic aids can enhance or detract from a message. Teachers also explain how the auditory features of tone, volume, and speed can convey meaning and affect audience engagement. Accomplished teachers instruct their students in the skills of taking appropriate notes, summarizing key points, and drawing inferences.

Accomplished English language arts teachers use ideas generated during small-group and whole-class discussions as scaffolding for more formal public speaking assignments. Teachers make students aware of the need to follow the conventions of formal speech in formal oral presentations. Teachers encourage students to attend carefully to such elements as clarity, relevance, and organization; types of arguments used; and word choice and word order. Teachers explain that it is essential to avoid vocalized pauses, slang, colloquialisms, and mistakes in usage and to speak with adequate articulation and projection. Teachers emphasize the importance of audience awareness and model the appropriate style of presentation for different purposes. Teachers also instruct students in the use of visual aids that can help the audience understand the message and that enhance the speaker's credibility. For example, a student might build a model, develop a poster, or use digital presentation aids to more effectively convey an idea or support an argument.

Accomplished English language arts teachers have students practice speaking skills in academic discussions. Accomplished teachers help students develop their academic vocabulary so they can participate in such discussions, and teachers group students strategically. Teachers instruct students in the techniques of effective dialogue so that they stay on task, co-construct meaning, respectfully challenge ideas, negotiate conflict, and appreciate divergent viewpoints. Teachers might have students map their peers' participation in a discussion, analyze the flow of the discussion, and categorize the contributions. Teachers also provide the necessary support and conditions to ensure that all students can contribute to the discussion. Accomplished teachers explain to students how the skills acquired in classroom discussions and debates will be applicable to future academic and workplace settings.

Accomplished English language arts teachers recognize that some students have speaking and listening challenges that require specific teacher attention. A teacher might need to spend extra time on appropriate audience behavior in a class where students interrupt, are blatantly inattentive, or are rude. There might be students in the class who are English language learners, others who have auditory processing difficulties or hearing impairments, or some who communicate via sign language. Accomplished teachers work closely with appropriate specialists to implement strategies within the classroom structure to ensure that these students participate successfully in the oral and aural discourse of the classroom. Teachers also build community by sensitizing classmates to the challenges of their peers and suggesting ways to empathetically support their efforts.

Accomplished English language arts teachers realize that technological tools are available in many learning environments; therefore, they adopt appropriate digital

tools to enhance students' speaking and listening skills. Teachers may record students' own speech to help students identify patterns such as fluency, pacing, and articulation, or teachers may provide video models of effective speaking techniques.

Accomplished English language arts teachers are themselves fluent and adept users of the spoken word; they read aloud to their students and are familiar with speech and debate. Teachers demonstrate effective speaking in their day-to-day leadership of the class by conveying directions and information clearly and cogently and by sharing stories and accounts with a style and vividness that students might want to emulate. For example, an accomplished teacher might orally retell a myth or legend with verve, changing vocal pitch and accent to bring dialogue to life. Accomplished teachers model for students how the spoken word can clarify writing, and how debate can help formulate opinions that can be conveyed in writing.

Integration

Accomplished English language arts teachers acknowledge that fluent readers and writers are not necessarily active listeners or effective speakers. Alternatively, fluent speakers and attentive listeners may not be effective writers or readers. Accomplished teachers assess each student's skills within all the strands of language arts and then build on strengths and remedy challenges across the entire discipline. For example, in the case of a student who consistently gives one-word spoken answers, an accomplished teacher might see if the student could answer more expansively via writing and then transfer those more articulate answers to the act of speaking. In the case of a student who is more comfortable with speech than writing, the teacher might have the student voice-record the response to a prompt and then use the recorded response to compose an essay. Other techniques for integrating oral and written language might include using a fishbowl discussion to spark ideas as part of a prewriting exercise, having students read their work out loud as a strategy to catch errors, and conducting a turn-and-talk activity to help students understand a text they are reading.

Accomplished English language arts teachers instruct students in the development of their inquiry skills through a combination of speaking and listening. For example, a teacher might use literature circles to help students make a variety of important connections between texts and ideas. Teachers design tasks and ask questions that inspire students to look beyond their own cultural, gender, and personal perspectives. Teachers help students consider the quality of literary selections from contrasting critical viewpoints and speculate on what criteria might have been used to select award-winning texts. Teachers support English language learners, for example, by encouraging them to provide examples of key concepts from their own lives and their native literature or to use graphic representations to illustrate thoughts they cannot yet express in English. Teachers recognize that all students benefit from strategically planned integrated instruction on speaking and listening skills in the overall curriculum. Given clear examples and explicit instruction, students of accomplished teachers learn to pay attention to one another's comments about texts, ask pertinent questions, work

collaboratively toward consensus or appreciation of divergent ideas, and ultimately realize that speaking and listening are key skills for self-discovery as well as for strengthening interpersonal relationships.

Accomplished English language arts teachers provide opportunities for students to write about what they have heard in order to retain information and reinforce the connection between listening and writing. Teachers modify the pace, duration, and scope of their lectures, including appropriate wait-time to comply with research that states that students are not able to pay close attention and write at the same time. Accomplished teachers also know when and how to have their students employ tools such as graphic organizers and note-taking strategies in order to better process and retain oral information.

Accomplished English language arts teachers focus on the interpersonal power of language and its use in conflict resolution. Accomplished teachers model and instruct students in speaking and listening skills that lead to solving problems, debating important issues, and persuading public entities to consider important issues. Such skills lead to acceptance of divergent viewpoints and enhance the quality of the learning environment, as well as foster the development of leadership skills for civic involvement. Activities that foster these skills might include discussions related to classroom-level issues such as materials usage or the responsible use of language; school-level issues such as the dress code or antibullying messages; and local, state, national, and global issues such as hunger or disaster relief efforts.

Accomplished English language arts teachers understand that digital tools can help students build relationships outside their school and immediate community. Teachers realize that digital tools affect the connections among the modalities of speaking, listening, reading, and writing in important ways. By teaching students digital etiquette and then facilitating digital conversations that span cultures and borders, accomplished teachers help to open up new worlds for their students.

From Standard VIII: Language Study

Accomplished English language arts teachers encourage their students to approach the study of the English language with objectivity, open-mindedness, curiosity, and an alertness to the many stories and nuances of meaning embodied in our language and its rich dialectal variations. Accomplished teachers understand that certain language forms provide greater access to the economic, political, and academic advantages of society than do other forms; therefore, teachers promote language study as a means of equitable access to social benefits for all students. Because language study is integrated across reading, writing, speaking, and listening, accomplished teachers usually evaluate language skills as a part of a larger whole rather than in isolation.

From the section The Evolving Nature of the English Language

Accomplished English language arts teachers acquaint students with the development

of the English language. For example, they might discuss major influences from the Greeks and the Romans to the Anglo-Saxons and the Normans. In addition, accomplished teachers guide students to discover the infusions of vocabulary that came into English from other sources, such as the Native American words absorbed by English colonists and the Arabic words introduced into English by travelers on the trade routes between England and the Middle East during medieval times. Accomplished teachers demonstrate that language is an evolving human invention, and they capitalize on the language diversity in a learning environment to examine the words that constantly enter English from other languages.

Accomplished English language arts teachers understand how historical events have influenced the growth of the English language. For example, they help students explore how advancements in the field of technology have changed the language, from the printing press to modern technology, or how words from specialized fields can become part of everyday usage. Teachers might have students identify words such as “mouse” that have acquired new definitions as new technologies have been invented. Furthermore, accomplished teachers show students how English came to have abundant synonyms and how some words became taboo words while others were accepted as formal and proper. An accomplished teacher might help students understand the concept of how language changes by asking students to predict which of their own slang terms and casual expressions will find their way into the mainstream language and perhaps into the dictionary.

Accomplished English language arts teachers use the study of literature as a natural opportunity to survey the history of the English language. By reading novels and plays, students can notice how language has shifted over time and across locations. Accomplished teachers help students learn how to read earlier forms of language and understand their social and historical contexts. For example, a teacher might have students compare the language in different translations of Beowulf.

From the section Language in Context

Accomplished English language arts teachers explain the necessity of reading the situation in which one is communicating, and they model how to select the language that suits the context. For example, a teacher might explain that it would be appropriate to employ formal language when receiving an award from a community group, persuading the school board to change the dress code, or emailing an authority figure. However, it would be acceptable to use less formal English when writing or speaking to family and friends.

Accomplished English language arts teachers expose students to many regional and global variations of English. They seek out texts that demonstrate variations in vocabulary and dialect and analyze how these differences lend authenticity and local color to the text. For example, a teacher might have students explore the way that the language used in the works of Sharon Draper, Junot Díaz, or Willa Cather conveys a sense of place and culture. Accomplished teachers may also explore fictional dialects

such as those created for *The Hobbit* or *Star Trek* to examine the stereotypes and character traits that variations in speech can suggest.

Accomplished English language arts teachers discuss the emotional impact of language. For example, teachers help students see how words can cause harm to others, sometimes unintentionally. Accomplished teachers urge students to use language carefully across all contexts, from formal papers to text messages. Teachers help students understand the results, including legal consequences, of the careless or immature use of language. Teachers model for students the use of unbiased language such as gender-neutral terminology and demonstrate how to harness the power of language to effect positive change in the world. Students of accomplished teachers see language as a tool, one that can help them not only communicate fairly, but also advocate for themselves, for others, and for their beliefs. (See Standard II—Fairness, Equity, and Diversity and Standard XII—Advocacy.)

Accomplished English language arts teachers deliberately point out examples of how and why authors use formal, informal, and inflammatory language, discussing the reasons behind these choices. For example, the characters in *The Outsiders* speak in language that some audiences find objectionable, but an accomplished teacher would sensitively point out that this language is used in the novel to convey character.

Instructional Approaches

Accomplished English language arts teachers make strategic decisions about which elements of language study to emphasize and how to teach them based on the backgrounds and needs of their students. Teachers possess a repertoire of instructional strategies to engage students with language—including its grammar, meaning, and conventions. Accomplished teachers guide students in the exploration of language both through planned units of study and through teachable moments that arise in all the strands of language arts.

Accomplished English language arts teachers know how to convey to students that conventions are the underlying rules of language. Teachers understand that, while isolated lessons on particular aspects of grammar and usage may occasionally be useful, the rules of grammar can most effectively be elucidated and applied in context. Accomplished teachers use formal and informal assessment methods to identify the areas where their students struggle with grammar, usage, and mechanics, and then they create planned interventions to make improvements. Teachers draw on both students' writing and published texts that can serve as models for how to effectively use the conventions being studied. (See Standard IV—Instructional Design and Implementation and Standard X—Assessment.)

Accomplished English language arts teachers use multiple strategies for teaching vocabulary. For the most part, they approach vocabulary within the context of speech and written texts, pointing out how authors' and speakers' choices of words affect meaning. Teachers present a range of vocabulary strategies to help students access

challenging texts and to develop precision in using English. For example, when preparing students to read an informational text, a teacher might provide students with instruction on how to use their knowledge of Latin roots and affixes to interpret technical terms. Similarly, by using literary texts as models, students can see how word choice affects meaning as well as style and tone.

Accomplished English language arts teachers incorporate resources such as newspaper reports, song lyrics, commercials, and political speeches to study the power of language. They may point out how a writer's or speaker's control of denotation and connotation can influence the reader or listener. For example, accomplished teachers might help students uncover examples of denotation and connotation that enhanced national propaganda in times of war, shaped nations' perceptions of distant peoples and lands, and alternatively elevated or debased certain occupations depending on a society's values. Teachers might also make transparent to students how novelists use connotation to develop characters and create mood. Accomplished teachers demonstrate how to effectively use a thesaurus to deploy more varied vocabulary when writing or making a formal speech. To help students understand the importance of selecting the appropriate synonym or antonym, a teacher might compare drafts of a manuscript to the published text, noting how the meaning and tone has changed through each phase of the process.

Although most vocabulary instruction is incorporated into reading, writing, speaking, and listening activities, accomplished English language arts teachers may, in certain circumstances, teach with a primary focus on vocabulary skills and strategies. They might give students practice distinguishing among commonly confused or misused words, or provide students with sets of related words, such as lists of shades of the same basic color, and have them play with the examples to create different effects. Teachers might teach the strategy of using context clues to determine the meaning of an unfamiliar word or give all students practice writing metaphors and similes.

Accomplished English language arts teachers know that one of the pleasures of language study is experimenting with words, and they appreciate the enjoyment as well as the cognitive challenge that puns, rhymes, oxymorons, malapropisms, idioms, and forms of figurative language provide to early adolescents and young adults. Teachers might have students compile their own illustrated dictionaries or have students create dramatic performances of idioms to deepen their understandings of the language. Teachers might develop students' responsiveness and attentiveness to language use by providing opportunities for students to produce poems, speeches, songs, and digital media. Accomplished teachers encourage students to use language as a vehicle for humor, vivid description, the exploration of emotion, the creation of drama, and precise explanation. Teachers understand that such language exercises not only enliven language, but also reinforce the understanding of literary devices.

Accomplished English language arts teachers know that although all students acquire English language skills differently, English language learners and students with exceptional needs often face especially complex challenges. In interacting with these

students, accomplished teachers are particularly sensitive in their use of language. Teachers may adjust their speaking rate, provide explicit instruction in academic vocabulary, clarify idioms, avoid confusing terms, or restate rather than merely repeat important ideas. Teachers make use of visual supports as well as performance strategies, such as selecting photos to illustrate adjectives describing character traits or acting out a series of synonyms such as skip, hop, lope, walk, stroll, and amble to clarify nuances. When appropriate and possible, accomplished teachers seek the expertise of language and reading specialists to make the curriculum accessible to all students. Accomplished teachers periodically make use of small, homogeneous groups to create safe havens in which English language learners can converse and gain the confidence to speak in larger, mixed-group settings. However, teachers monitor such small-group discussions and use strategies such as reflecting English language learners' ideas back to them as a means of elevating the group's oral language skills.

From Standard IX: Inquiry

Accomplished English language arts teachers are adept at teaching inquiry within the context of language arts. They realize that one goal of inquiry is to instill in students a sense of wonder and the disposition to look for answers that go beyond the simple and obvious; another is to provide students with a sense of ownership over what they have researched and learned. Accomplished teachers realize that the critical nature of inquiry encourages global citizenship because inquiry inspires students to question the larger world and their place within it.

Accomplished teachers look for opportune moments to pose "What if . . . ?" and "I wonder . . . ?" types of questions. Teachers help students see that inquiry requires extended thought, debate, or conversation and that inquiry seldom concludes after one investigation. Accomplished teachers understand that reflection is an essential part of the inquiry process because it helps students identify questions that need further exploration.

From the section The Nature of Inquiry and Learning

Accomplished English language arts teachers understand that the inquiry process begins with students analyzing their background knowledge about a subject. Students then ask questions that trigger the need to know and subsequently seek out reliable and relevant sources of information that address those questions. Students explore the sources; recognize assorted viewpoints, problems, and issues; and then synthesize the information. Accomplished teachers convey to their students that inquiry is complex, open-ended, and recursive in nature, and that the results of inquiry should provoke action or shifts in thinking. Accomplished teachers understand that profound inquiry can take time, and within the constraints on instructional time, teachers maximize the opportunities for this endeavor.

Teaching Inquiry

Accomplished English language arts teachers possess current knowledge about theories and instructional strategies related to inquiry. They understand how to pose significant questions, guide students through the inquiry process, and assess inquiry.

Posing Questions and Problems

Accomplished English language arts teachers believe that all learning begins with a question, and that probing questions result in layered learning. Accomplished teachers know that questions that effectively guide inquiry have a number of characteristics: they have no one obvious right answer, they raise other important questions and often address the philosophical or conceptual foundations of one or more disciplines, and they recur organically through the study of a discipline.

Accomplished English language arts teachers frame questions in a way that provokes and sustains student interest. For example, a far-reaching question such as “How do people experience disaster?” would provide a much better basis for sustained inquiry than “What was it like to be on the sinking Titanic?” Students with less experience with inquiry may start with questions developed by the teacher, whereas students with more experience may develop their own questions.

Guiding Students through Inquiry

Accomplished English language arts teachers use inquiry to help students articulate answers to questions and assess the quality of their answers. Teachers do not guide students in studies that end with purely summative reports of information; rather, teachers use inquiry to identify gaps in knowledge, promote action, and encourage future inquiry within a field. Teachers help students perceive that inquiry is a recursive process that does not end with a single answer; instead, initial conclusions prompt further questions. Teachers ensure that students are comfortable changing their paths of inquiry, and teachers shift their instruction accordingly. By developing students’ disposition to ask and answer deep questions, accomplished teachers guide them toward taking the initiative to engage in future inquiry, even when no teacher has required them to.

Accomplished English language arts teachers use inquiry to develop their students’ sense of civic responsibility. For example, a teacher might guide students in inquiry about a local or global issue and challenge them to generate solutions, an exercise that could lead to advocacy. Teachers create instructional opportunities to encourage other teachers, business leaders, and community members in an ongoing process of inquiry alongside students. For example, student in-school inquiry focused on perils to the environment might inspire others both within and outside the school to engage in related inquiry and advocacy. (See Standard XII—Advocacy.)

Accomplished English language arts teachers use inquiry to link English language arts to other content areas and opportunities, recognizing and fostering divergent thinking to make connections. Even when students are engaging with canonical literature or primarily literary themes, inquiry may inspire them to look into related paths and strands. For example, in a unit that uses Shelley's *Frankenstein* or Westerfield's *The Uglies* as a central text, a teacher may help students seek scientific articles about cloning or human behavior to better understand the contemporary, real-world implications of the novels.

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-FLA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Instructional Practice is included throughout the Exceptional Needs Specialist Standards. Sections from the following standards are included: STANDARD VI: Communication STANDARD VII: Social Development and Behavior STANDARD VIII: Curriculum and Instruction STANDARD X: Instructional Resources</p>	
<p>OVERVIEW: Accomplished teachers focus on the lifelong contributions all students can make to society. While calling upon their skills as diagnosticians and clinicians to identify the sometimes subtle signs of disabilities, gifts, and talents, accomplished teachers focus on what students can do, rather than on the labels that have been assigned. The accomplished teacher of students with exceptional needs works to develop each student’s abilities, providing support systems to nurture development and independence toward becoming a productive citizen. <i>Introduction section, p. 12</i></p>	
<p><i>From Standard VI: Communication</i> From the Section: Teachers Understand Language Acquisition and Development</p> <p>Accomplished teachers know that students acquire language through the exchange of meaningful messages, so teachers provide students with multiple opportunities to practice language with one another and with others in school and in the community. Teachers understand that authentic communication can take place anywhere in many different modes and that the true essence of communication is the exchange of meaningful information between partners regardless of the complexity of the messages. Teachers also understand that for students to succeed in language learning, instructional contexts must be significant to students, who benefit when they see themselves as partners in their language education. Some students, for instance, might be inspired to learn technical vocabulary related to a particular field. The teacher of a student with severe communication disorders, for example, might help the student understand the concept that apple means snack or juice box means juice, and then encourage the student to point to an apple or to a juice box to indicate hunger or thirst, respectively. Accomplished teachers recognize that students’ needs guide effective language learning, which occurs when students perceive the personal importance of the instruction.</p> <p>To foster language development teachers provide students with messages that are scaffolded so that learners can extract meaning from them. Employing appropriate complexity for the developmental needs of each student, teachers use graphic organizers, visual representations, and concrete objects to clarify language that</p>	

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students encounter in textbooks and other learning materials and to clarify language used to deliver instruction. Teachers know that supporting language instruction in these ways is especially important for students acquiring a new language or dialect.

Teachers Use Unique Strategies to Develop Communication Skills

Teachers use learning strategies appropriate to the language development levels and communication needs of all their students. For some students, teachers might obtain augmentative and assistive technology, special equipment, or electronic devices, such as screen readers and alternative keyboards. When designing electronically-mediated instruction, accomplished teachers consider students' communication needs as well as the developmental, mental, and physical abilities required to use communication devices effectively. For example, technology that reads and interprets facial expressions might help a student with autism spectrum disorder understand others' emotions and respond appropriately. To assist students who are mildly disabled frame responses to a language arts lesson, a teacher might utilize interactive technology that allows the immediate viewing of student feedback. As necessary, teachers collaborate with speech and language experts concerning students' communication needs.

Students with Moderate to Severe Communication Disorders

Teachers of students with moderate to severe communication disorders know that for students to be proficient in their chosen mode of communication, it must be understandable with many different partners in several environments. Teachers are innovative in addressing students' communication difficulties and design meaningful, developmentally appropriate language learning contexts tailored to students' needs. The solutions teachers derive to address students' communication difficulties demonstrate flexibilities and offer varied opportunities to gain and exchange knowledge and information. For a student with severe articulation problems, for example, an accomplished teacher might construct a communication board featuring favorite objects or pictures representing the student's most common words and phrases and most relevant and important needs. These objects, such as a drinking cup or special spoon, would have rich meaning and functional significance for the student and, once incorporated into the student's school day, might inspire communication with partners.

Accomplished teachers employ strategies and methods to enable each student to learn and use both receptive and expressive communication skills. They are familiar with augmentative and assistive communication devices and, when appropriate, evaluate and recommend specific equipment for individual students. Teachers, for instance, can successfully train a nonverbal student with multiple exceptionalities to use a portable, talking communications device to maximize the student's receptive and expressive capabilities. Teachers help students develop the highest level of communication skills possible, whether written, verbal, gestural, pictorial, or aided through a communication device.

Accomplished teachers recognize that functional communication skills are essential for students with moderate to severe communication disorders, so they include in their language arts instruction a special focus on functional reading and writing, such as decoding bus schedules and street signs and compiling shopping lists; following written directions; developing listening skills; and acquiring a basic vocabulary that allows students to express themselves, comprehend safety warnings, and understand others at home and in the community. They do so in a manner that is age appropriate and sensitive to students' level of competence to increase the prospects that students can reach their full potential.

Students with Visual Impairments

Accomplished teachers of students who are blind and visually impaired are knowledgeable about the broad spectrum of specialized and unique communication skills for their students and multiple strategies to implement specialized communication skills. They understand the critical need for their students to be proficient in a variety of communication skills and tools to access and participate in all teaching and learning activities in their education curricula and in all school environments. These unique communication skills may include reading and writing braille, interpreting tactile graphics, using assistive technology, listening, and using low vision devices to read and write print. Teachers ensure that students have the specialized and unique knowledge and skills to communicate efficiently and independently in all settings.

Teachers ensure that students are actively engaged in communication activities in their primary learning medium at the same level as their sighted peers, especially if braille is needed. If a student reads and writes in braille, the teacher provides instruction so the student is knowledgeable in all braille codes, such as literary, Nemeth, music, and computer and tactile graphics. They teach students to use a variety of technology tools and equipment for braille and speech access for communication, such as braille writers (both manual and electronic), braille note-takers, refreshable braille displays, braille translation software, speech screen readers, and digital players. A teacher, for example, might instruct a student who reads and writes in braille at the middle school level how to access all books and related curriculum materials in braille and tactile formats. For this student, the teacher would ensure that science and social studies materials are in braille and tactile graphics and that the student has the appropriate assistive technology tools. The teacher would make available tools such as a braille note-taker that translates from braille to print and print to braille and a laptop computer with braille access so the student can participate fully in the classroom. For a student who knows music braille code, the teacher might arrange access to braille music materials and tools for reading and creating braille music for the student to participate in choir and band. The teacher provides instruction so the student has the braille literacy skills to participate independently and efficiently in teaching and learning activities.

For a student who reads and writes in print and uses low vision devices, the teacher provides instruction so the student is knowledgeable about how to access print information for near and distance visual tasks. Teachers instruct students in using a variety of low vision devices to engage in all teaching and learning activities in all environments. A teacher, for example, might instruct a first grade student in using a magnifier to assist with map skills during geography lessons. The teacher might also provide a monocular telescope so the student can independently read letters on the whiteboard at the front of the room during a spelling lesson or read the menu posted at lunchtime in the cafeteria.

If a student communicates using tactile communication strategies, the teacher collaborates with team members to ensure appropriate and meaningful materials are created and provided in multiple literacy modes, such as tangible symbols, tactile symbols, and braille. The teacher provides instruction in the skills necessary to interpret tactile symbols and ensures they are used in all teaching and learning activities. A teacher, for example, would show a student in early childhood how to find the tactile symbol with a miniature wheel to communicate with the classroom teacher that it is time to get on the bus to go home, or to use the tactile symbol with a miniature cane to communicate that it is time for mobility lessons with the orientation and mobility specialist.

To teach and provide specialized communications skills, teachers have access to a wide array of resources and entities. They engage in a variety of evaluation activities to identify appropriate communication skills, work collaboratively with team members to enable students to communicate effectively in all environments, and monitor student performance to ensure success.

Students Who Are Deaf or Hard of Hearing

Teachers know that language and communication access and development are central to the well-being and to the learning of students who are deaf or hard of hearing. Teachers are fluent in the languages or modes of communication students might use, such as American Sign Language, cued speech, Signed Exact English, or Pidgin. In working with students and families to select appropriate modes of instruction, teachers take account of the controversies surrounding communication methodologies and philosophies and can articulate the arguments for and against each philosophy as they relate to the home and community circumstances of each student.

Teachers are familiar with current technological devices specifically related to the communication needs of students who are deaf or hard of hearing. They are knowledgeable about the benefits and drawbacks to cochlear implants and can provide families a variety of resources regarding this procedure. Teachers are familiar with varied forms of assistive technology, such as augmentative devices that change voice into text or voice and text into sign language; assistive listening devices, such as FM radio signals, infrared lights, and induction loop systems; visual assistive devices,

such as video phones, video relay services, and visual PA systems; and text-driven electronic programs.

Teachers understand the urgency of early intervention for students who are deaf or hard of hearing, since many enter school with severe language delays. To close this gap, teachers might collaborate with general education teachers, families, peer helpers, audiologists, and other professionals to enact a number of teaching and learning strategies, such as preparing graphic organizers matched to students' developmental levels, captioning materials with helpful signs or symbols, incorporating lessons depicting familiar objects or activities paired with appropriate signs, arranging for field trips rich with multiple vocabulary opportunities, or designing test-taking accommodations.

Accomplished teachers can predict areas that will be difficult for students who are deaf and hard of hearing to grasp and develop strategies to meet these needs. In teaching from a text, for example, a teacher might scan the text to identify clusters—phrases that require translation into American Sign Language—and teach those clusters or emphasize them if they have already been taught.

For students who are deaf or hard of hearing, teachers understand the importance of managing instructional environments to ensure equitable access to learning opportunities. By managing ambient noise, incorporating group work or cooperative learning, relying on interpreters, using assistive devices and other technological supports, or implementing other effective strategies, teachers create appropriate contexts that support auditory and visual access for students.

Accomplished teachers of students who are deaf or hard of hearing have a deep knowledge of human speech and linguistics, including phonology, morphology, syntax, semantics, and pragmatic communication; the anatomy and physiology of the human auditory system; acoustics and the physics of sound; theories of primary and secondary language acquisition both in children who are hearing and in those who are deaf or hard of hearing; and theories of visual learning, especially spatial communication and instructional and memory aids (visual mnemonics).

Standard VII: Social Development and Behavior

Accomplished teachers of students with exceptional needs take responsibility for helping students become independent, contributing members of society who maintain healthy and constructive relationships with others in their schools and homes, in the workplace, and in community and civic life. Their instructional decisions reflect the recognition that physical, intellectual, social, and ethical development are interdependent and that exceptionalities often affect each of these domains. Teachers view the development of positive behavior within a continuum of strategies that includes prevention, skill instruction, the creation of appropriate learning environments, and intervention. To promote positive behaviors, teachers

actively collaborate with others who serve their students across varied settings, welcoming the contributions of and facilitating communication among colleagues and resources.

Teachers Teach and Foster Social Skills

Recognizing that social interaction is crucial to communicative, cognitive, and affective development and that social skills contribute to successful learning in groups, teachers establish or contribute to classroom climates in which both verbal and nonverbal communication enhance social interactions and the development of social skills. They provide instruction in coping skills that provide students opportunities to resolve problems effectively, learn to exercise self-control, understand their motivations and reactions, manage themselves and their emotions in a variety of settings, develop a sense of social responsibility by taking actions to support the common good, and appreciate and respect others' viewpoints.

Teachers foster students' awareness of how cultural differences affect behavior and communication. Encouraging sensitivity both to verbal and nonverbal communication, such as body language, they strengthen students' understanding that cultural differences sometimes dictate how one should approach or respond to others. For instance, in some cultures lack of eye contact suggests disrespect and boredom, whereas in other cultures it is a sign of deference. In another instance, walking between two people in the midst of a verbal discussion is inappropriate, but walking between two people who are deaf conversing in American Sign Language is not considered rude. Recognizing the diversity within cultural identities helps students know how to behave appropriately in a variety of settings.

Teachers Develop Students' Self-Confidence and Self-Determination

Along with nurturing students' social and functional skills, accomplished teachers work actively to develop in students an intrinsic sense of their own significance, power, and competence. Respecting factors that contribute to a person's self-definition, teachers help students focus on positive self-concepts. They do so by providing opportunities for students to be challenged at their appropriate levels and to experience success, thereby advancing independence and a sense of personal accomplishment. Teachers create learning environments that enable students to participate directly in their own educational planning and to believe they can determine their own futures. They discover ways to motivate non-engaged students and lead them to understand the benefits of active learning and the relationship between academic involvement and the ability to achieve future goals. Teachers encourage students to seek and accept help in preparing for standardized tests and inspire them to persevere during times of such heightened academic accountability. They teach students their rights and responsibilities under the law and to advocate for themselves when faced with discrimination or other barriers to participation in education, work, or community life.

Teachers Encourage the Development of Social and Ethical Principles

Teachers nurture in students the understanding of democratic values, including concern for the rights of others locally and globally. They inspire students to become aware of how they relate to family members, peers, their community, their country, and the world. They help students understand and use principles of freedom, justice, and equity and to recognize and work against discrimination, prejudice, and stereotyping.

By their own example and through class activities and discussions, accomplished teachers encourage positive character traits, including honesty, tolerance, loyalty, responsibility, and perseverance. They nurture tolerance in students for the behavior of others, including behavior that may arise from a student's exceptionality. Teachers design activities that encourage students to think about ethical dilemmas and issues from a variety of perspectives, guiding students to an awareness of the needs, views, and rights of others. Teachers know that mutual respect is a vital component in fostering tolerance and positive behavior, so teachers maintain learning environments that uphold fair and consistent rules and clear guidelines for acceptable behavior. By involving students in classroom rule-making and decision-making, teachers enable students to understand the effects of their own actions and promote an awareness of civic and personal responsibility, thus preparing students to make wise decisions when they assume adult roles.

Teachers Foster and Support Positive Behavior

Accomplished teachers recognize that a student's behavior is a function of the complex interaction among numerous factors, such as the student's exceptionality, developmental level, previous school experiences, home environment, and communication skills. By using a variety of techniques, such as intervention plans, behavior contracts, visual aids, and verbal reminders, teachers target positive behavior and affirm students' ability to extend that behavior to various settings.

Accomplished teachers analyze and interpret students' behavior across contexts. They employ functional behavior analyses and develop behavior intervention plans in collaboration with students, families, and professional colleagues to help students understand, predict, and modify their conduct. Teachers ensure that such plans align behavioral expectations with individual learning goals and objectives, incorporate short- and long-term goals regarding student behavior, reward positive behaviors, and identify consequences.

To enhance positive behaviors that advance learning, teachers identify and head off antecedents to inappropriate behavior before they occur. They teach and reinforce appropriate replacement behaviors and encourage students to monitor their own behavior and to think about different ways of responding to situations. Teachers help students understand that behavior represents a form of communication, and they teach students decision-making skills and to weigh the consequences of their

behavior. Whenever possible, teachers capitalize on students' appropriate behaviors to illustrate positive behavior in action.

To create, maintain, and reinforce behavior intervention plans, accomplished teachers collaborate with general education teachers, paraeducators, counselors, school psychologists, therapists, mentors, and families, upholding appropriate confidentiality. They promote communication and consistency among providers to ensure that plans are implemented effectively across settings. By doing so, teachers confirm that behavioral goals are approved, understood, and upheld by all those involved with the student.

Teachers Maintain Safe and Secure Environments for All Students

Accomplished teachers establish a safe environment for learning. Teachers can distinguish between student behaviors that require positive behavior intervention and those that require behavior intervention, and they consult with specialists when these determinations are unclear. Teachers, for example, know how to interpret the fervor some students display in upholding their viewpoints and have the appropriate patience in judging a student's assertive enthusiasm. In balancing these considerations, teachers take into account their ethical obligations to all students and the legal guidelines for disciplining students with exceptional needs, abide by due process and other mandates, and apply professional judgment.

When disciplinary action is necessary, teachers act promptly and equitably, correcting problems with minimal disruption and using evidence-based intervention strategies. When necessary, they know how to call upon school and community resources that might assist them in establishing and maintaining discipline and order. They know appropriate actions to take when students are involved in fights, strategies for safely responding to students engaging in violent behavior, techniques for separating students who are out of control from other students, and approaches for holding students to prevent them from hurting themselves or others. They take care in such interventions to preserve students' dignity and to minimize constraints on their physical freedom while protecting student and personal safety. Although they recognize that physical management techniques may be called for in particular circumstances, teachers comply with state regulations, local policies, and professional guidelines that speak to these issues.

Accomplished teachers anticipate what may provoke crises or conflicts and know how to prevent or intervene in such incidents or mitigate their effects. These teachers have crisis management plans in place before incidents occur so that they can respond effectively to the needs of students. When possible, they take advantage of crises and turn them into opportunities to teach appropriate behaviors, reinforce acceptable routines, and provide guidance to promote self-regulation. When that is not possible, they nevertheless remain calm crisis managers, equipped with multiple plans of action that curtail potential problems and minimize interruptions to learning. Moreover, they skillfully and safely handle students in cases of an emergency that

affect the whole school community, such as a lockdown or the evacuation of the school because of fire. Throughout a crisis, the accomplished teacher's primary goal is to return students to an active and secure learning environment. (See Standard IX—Learning Environment.)

From Standard VIII: Curriculum and Instruction

Because the entry-level skills of each student may differ, teachers know that students do not all achieve the same goals at the same time and that they do not follow the same path to success. Accomplished teachers therefore individualize instruction for all diverse learners, providing multiple ways to engage students and enable them to demonstrate what they know. A teacher, for instance, may use a text to speech program to help a student understand a difficult piece of writing and, by doing so, create a learning opportunity for the student that might not otherwise occur. A teacher might initiate independent study and independent projects for high-performing students. By tailoring the content and process of learning to students' needs, teachers ensure that students access the entire curriculum and that curricular materials and instruction serve all students.

Accomplished teachers who work with students who are deaf, hard of hearing, blind, or visually impaired are experts at knowing and using unique tools and strategies to meet the needs of these students.

Teachers Differentiate Instruction Based on Students' Strengths and Needs

Accomplished teachers differentiate instruction to engage all students with exceptionalities at appropriate developmental levels. They are flexible in setting expectations, designating goals, adjusting curriculum, seeking new resources, determining instructional strategies and teaching methods, structuring activities, and designing assessments. They try several approaches and observe and document results to identify which strategies work best, which approaches make students feel most comfortable, and which sustain students' growth as learners and inspire them to achieve success. Teachers analyze the sources of individual student's learning strengths and needs and identify appropriate curricular adaptations and intervention strategies. These findings do not lead to a single prescription for each student, but are important information as teachers decide on the right combination of learning opportunities for their students in both general education and in programs for students with exceptionalities.

Accomplished teachers prepare students for success in many endeavors by developing their capacity for critical thought. Teachers involve students in learning activities and tasks designed to strengthen their cognitive skills—thinking, learning, problem solving, organizational, and study skills—and their ability to think inductively and deductively. They plan for instruction that deepens and becomes more challenging as students develop, gain skills, and mature. As students explore important issues, accomplished teachers anticipate students' confusions and

misconceptions, act to avoid them, clarify them when they do occur, or take advantage of their potential to illuminate important concepts.

By introducing multisensory activities teachers stimulate abstract, creative thinking and inspire students to combine ideas, themes, and knowledge from varied subject areas. A sidewalk art festival in which students draw chalk pictures of characters and events from a favorite book, for example, might permit students to confirm their understanding of curriculum content while exhibiting their own imaginative interpretations in personal artwork. To broaden students' awareness of civic responsibility and to reinforce expository writing skills, for instance, students might be asked to listen to newscasts or read the newspaper to identify topics of personal relevance and then write persuasive letters to appropriate authorities arguing a particular point of view.

Accomplished teachers engage students in inquiry-based activities that appeal to students' varied knowledge, interests, experiences, and skills and involve issues and questions often approached from cross-disciplinary viewpoints. They provide students with open-ended learning opportunities to motivate students to explore the breadth and depth of topics as they pose questions, examine alternatives, and draw new conclusions. Teachers may employ cooperative-group work or whole-class discussion to strengthen creative thinking and open-mindedness. They might prompt students to investigate an issue like global warming from the differing perspectives of a meteorologist and an economist. They devise opportunities for students to understand the universal relevance of certain themes. A responsible discussion of racism, for example, might follow after the class reads a book or watches a video that addresses this topic. Teachers understand the importance of developing students' abilities to consider concepts, ideas, and relationships from multiple perspectives and beyond traditional disciplinary boundaries.

Accomplished teachers differentiate instruction and implement modifications and accommodations to meet the needs of individual students and create learning situations in which students feel safe to explore various approaches and response formats. Some students are comfortable just listening, whereas others thrive on learning activities that involve touch or motion. In studying a play, for example, some students might compare the play with other works of literature and enact selected scenes. Other students might demonstrate their understanding of the play by describing a character and role-playing an incident from the plot. Students might also approach the text in different ways. Some might read the play or alternative versions of it, while others watch a video or listen to a recording. Teachers provide a variety of ways for students to demonstrate their learning, recognizing that the threshold of success varies from student to student.

Teachers may provide accommodations for students, such as extending time to complete tasks or having students answer questions orally or by using a computer. They might alter the pace of instruction, separate tasks into stages, change the method of presentation to appeal to visual or auditory learners, vary tasks around the

same materials, or employ manipulatives to illustrate concepts. They may use direct instruction to facilitate the learning of certain skills or draw on a variety of meaningful examples to clarify tasks. To support the learning of organizational skills and time management, for example, teachers might instruct students in how to use checklists, schedules, calendars, mnemonics, or color coding.

Accomplished teachers of students with mild to moderate disabilities are able to respond to the diverse needs and characteristics of their students. They know, for example, that the performance of students with learning disabilities can be affected not only by discrepancies between ability and achievement but also by other factors, such as attention deficits or social interaction difficulties. They help students who read significantly below grade level by implementing individualized education goals focused on raising performance to match students' abilities. To do so, teachers use their knowledge of both the accommodated general education curriculum and specialized academic interventions designed to address students' individual learning needs. A teacher, for example, might accommodate instruction by employing speech-to-text technology; validated intervention programs for reading, mathematics, oral, and writing expression; and reinforcement of concepts through tactile and hands-on experiences. For students who demonstrate difficulty attending to instruction or who have behavioral challenges, the teacher ensures that instructional strategies address academic as well as related needs to help students achieve goals and develop the self-confidence to maintain high performance.

Accomplished teachers provide access to technology so students can communicate with others, participate meaningfully in a wide range of activities, and expand their learning. For some students, appropriate technology might include digitized voice mechanisms, computerized switches, keyboard overlays, or specially designed software. For others, the teacher might use a word-processing program with a word-prediction function. The teacher might also employ technology used for enrichment in general education classrooms to help students with exceptional needs engage with subject matter while they develop appropriate learning skills and strategies. For example, teachers might supplement the reading of historical texts with a visual interpretation of relevant topics or might ask students to discuss character development after they listen to a recorded reading of a novel. Adaptations and strategies may include such cues as having a student wear a ring on the left hand to remember on which side of the page to start reading; providing a manipulative for a student whose field- and depth-perception problems make it difficult to understand two-dimensional diagrams in math; or wrapping pens and pencils in foam rubber for a student with tactile problems or difficulties with fine motor control. A strategy could involve a number of steps, such as outlining the theme of a reading passage orally for a student with learning disabilities, using a highlighter to emphasize the main ideas in each paragraph, reproducing each paragraph on a separate sheet of paper, and then presenting the entire passage for the student to read.

Students With Visual Impairments

When a pre-school student uses tactile skills as a primary learning mode, the accomplished teacher provides direct instruction in communication skills, such as concept development, sensory development, emergent braille literacy skills, and listening skills. The teacher collaborates with parents and early childhood staff to integrate these communication skills in daily activities in the home and in the preschool curriculum. The teacher introduces appropriate assistive technology tools, such as specialized braille tools for reading and writing, and collaborates with the orientation and mobility specialist to promote the student's independence through environmental awareness and exploration, motor skills, and travel skills. The teacher encourages the student to develop appropriate social skills in play and interactions with others. The teacher assists in developing the student's independent living skills, such as eating and dressing. By teaching the student to care for possessions and exposing the student to a wide variety of home and community activities, the teacher helps to prepare the student for career education experiences.

Throughout their educational practice, whether teaching disability-specific skills or modifying classroom instruction, accomplished teachers foster, promote, and model basic principles, such as the use of concrete, multisensory experiences to establish early concepts and to promote quality learning throughout the school years. They create experiential activities that actively involve students in all aspects of learning opportunities, thereby allowing them ample opportunities to learn by doing. Teachers provide experiences that promote generalization and application of skills learned in school to real-life contexts and that unify parts of lessons into meaningful wholes, and they help students acquire skills that students without visual impairments learn incidentally through visual observation, such as certain social behaviors.

From Standard X: Instructional Resources

Accomplished teachers of students with exceptional needs understand that the lessons, materials, teaching strategies, assignments, and assessment procedures they use must vary from one situation to the next to meet the needs of all learners. Therefore, they constantly seek to enrich and expand the wide assortment of resources and materials at their disposal across school, home, and community contexts. They take advantage of the latest technology and find programs and tools to benefit students. Additionally, teachers view the community as an important instructional resource that permits them to build on students' strengths and address in context students' needs that might arise when they are away from school environments.

Recognizing that they must meet students' specific needs and ensure access to the general education curriculum, teachers have well-developed criteria for selecting and using instructional resources. Drawing on this knowledge, they build a library of strong teaching materials to support the core curriculum and the specialized curriculum required in each student's individualized family services plan or individualized education program. They use research documenting the effectiveness of materials and practice and incorporate assessment data and their own evaluation

of individual student progress to select and develop appropriate instructional interventions and materials. They regularly find ways to supplement classroom resources and often learn to make and adapt materials and equipment instead of relying solely on commercially available products. Teachers may collaborate with others, such as paraeducators, braillists, and volunteers, to assist them in this process. Teachers collaborate with library media specialists, technology specialists, art and music teachers, and other colleagues, who serve students across varied settings, to enrich their instructional resources. In choosing, designing, and implementing instructional materials they draw broadly from literature across fields to represent traditionally under-represented groups. Making use of abundant professional literature, research, collegial discourse, and existing resources, they design and adapt materials to accommodate their students' strengths and respond directly to students' needs.

Teachers Manage Time and Human Resources Productively

Skilled managers of time and resources, accomplished teachers are adept at devising and adhering to the often complicated schedules required to implement individualized education programs and transition plans with minimal disruption, complete paperwork and related tasks, and carry out other professional duties despite the delivery of many different services to different students at different times during the day.

Accomplished teachers actively supervise and support paraprofessionals, volunteers, and others who work alongside them, insightfully observing their work and skillfully guiding their practice. Teachers instruct paraprofessionals and volunteers to strengthen their abilities to perform in educationally effective ways that supplement instruction and required services. With an awareness of student needs, teachers offer a range of options for the involvement of peer role models, paraprofessionals, and volunteers. Furthermore, in their determination to provide appropriate services for all their students, accomplished teachers pursue opportunities to collaborate with administrators and others who hire and evaluate paraprofessionals and volunteers.

Teachers Select Appropriate Materials

Teachers believe that with the proper mix of creativity, resources, instructional strategies, and research they can reach all students. Garnering ideas from multiple sources, including professional workshops and seminars, students, colleagues, families, community members, and organizations, teachers design and use a wide range of instructional materials, including those that integrate assistive technology. They understand that their knowledge of subject matter alone does not guarantee that students will learn important concepts and facts. Teachers often incorporate instructional materials to help students generalize from their learning in the classroom and make real-world connections to situations and problems they will likely encounter in the community, the workplace, and in their everyday lives.

Teachers recognize that many technologies have the potential for providing pathways for learning, communication, and independence. Aware of current technologies and products for students with exceptional needs, they know how to integrate these tools into their classrooms to challenge students' learning and to help students improve their academic performance. They study a range of options in addition to technology to provide the appropriate instructional resources for each student. For students who have difficulty with handwriting, for example, teachers introduce assistive technology products such as speech recognition software. They teach students with significant physical impairments to use electronic augmentative devices, including those with environmental controls, to enable them to communicate by whatever means possible, whether by a glance at a screen or a puff-and-sip assistive device. If appropriate, they familiarize students with software and devices that facilitate their written communication, and they support those who have difficulty with note taking by photocopying materials, recording class discussions, or making an extra copy of a classmate's notes. For students with limited English proficiency, teachers provide instruction in the native language or use English-as-a-second-language strategies.

In addition to resources designed for specific exceptionalities, teachers of students with exceptional needs evaluate other materials and select those that will be effective for their students. They search for high-quality and appropriate instructional materials free of bias that will engage students. They critically review materials for safety and suitability given students' particular characteristics, and they adapt materials and construct alternatives as necessary. They provide differentiated materials to address students' range of abilities, strengths, and interest levels, taking account of key characteristics such as students' linguistic proficiency.

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

<p>GENERALIST (EC) <i>Early Childhood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Knowing Subject Matter for Teaching Young Children (partial) STANDARD VII: Planning for Development and Learning STANDARD VIII: Implementing Instruction for Development and Learning</p>	
<p>OVERVIEW: Accomplished early childhood teachers plan for children’s development and learning by setting developmentally appropriate goals and designing learning activities to achieve those goals. (<i>Standard VII</i>)</p> <p>Accomplished early childhood teachers skillfully implement strategies and use resources to support young children’s development and learning. (<i>Standard VIII</i>)</p>	
<p>From Standard IV: Knowing Subject Matter for Teaching Young Children From the Section Integrating Subject Matter</p> <p>Accomplished early childhood teachers employ a variety of ways to integrate content. They create opportunities for young children to investigate, research, write, create, express their knowledge artistically, and share their learning with an audience. They offer possibilities for thinking about content in new ways. They might engage children in projects, themes, invented games, community-service projects, concept maps or webs, or whole-group exploration of broad questions. Integrated approaches might include actual and virtual guests and trips, creative writing activities and dramatics, contests, construction of replicas, visual documentation of child and family events, or child interviews of family and community members.</p> <p>From the Section Language and Literacy From Listening and Speaking</p> <p>Accomplished teachers provide children with opportunities to participate in rich and varied experiences with spoken language. They engage children in meaningful conversations. They retell what they have seen and restate what they have heard, and they encourage children to do the same. They provide activities and materials that promote children’s conversations with peers and adults, both one-on-one and in groups. They encourage children to discuss stories, the things they are learning in school, and their own experiences. Teachers invite children to play with words and sounds through such vehicles as rhymes, chants, and songs, and they foster children’s awareness of the rhythmic patterns in language. Accomplished teachers are constantly working to expand and enrich children’s vocabulary. They support children’s presentation of information in clear and well structured ways, model for children how to adjust their speech and language depending on their audience and</p>	

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purpose, and provide an environment in which children feel safe communicating their thoughts.

Accomplished early childhood teachers show respect for diverse language traditions. They demonstrate the importance of oral traditions to various cultures by teaching fables, fairy tales, folktales, folk songs, and legends in age-appropriate ways. Teachers extend opportunities to people of many cultures to share their rich oral histories with the class. For example, an accomplished teacher might invite family and community members to sing a traditional song or chant from their native culture. Accomplished teachers provide the necessary support for children whose first language is not English, and they understand the issues that arise when standard English is not the language a child speaks on a regular basis. Accomplished teachers make the effort to understand how literacy is understood and used in the child's home culture and family, and they apply their findings in ways that increase children's prospects for success.

From Reading

Accomplished early childhood teachers create a print-rich environment. They make ample use of functional print in the environment, such as posters explaining how to use equipment. They also use environmental print, such as arrows showing how to turn lights off and on, because they know that young children engage in reading environmental print, such as road signs, restaurant logos, or pictures on packages, before they read print in books. Teachers use environmental print to foster young children's understanding of concepts about letters, words, and messages. They provide children with a wealth of appealing reading materials in a range of formats, including print and digital, and at varying levels of complexity. They expose children to texts that represent diverse topics, genres, cultures, and time periods, and they expose children to reading for both information and enjoyment. They use literacy stations or learning centers to provide children with opportunities to reinforce reading skills and strategies, and they share their own love of reading, model good reading habits, and instill the love of reading in children.

In all educational settings, including those in which children's home language is not English, accomplished early childhood teachers build on the previous linguistic experiences of children. They organize their classrooms in ways that take advantage of children's prior literacy experiences. They promote and encourage the ongoing development of language and literacy in spoken language in the home and community.

From Writing

Accomplished early childhood teachers support children's development as writers in many ways. They introduce children to the different genres, including narrative, informative, and persuasive texts, and they provide opportunities for children to write for a variety of purposes and audiences. They encourage children to share their

opinions, provide information, recount experiences, or correctly explain the steps in a procedure. They understand how to scaffold children's writing development. For example, they might guide children through the stages of creating an argument, moving them from simply stating an opinion to ultimately creating a counter-argument.

Accomplished early childhood teachers provide developmentally appropriate instruction in the writing process. They teach young children prewriting strategies such as brainstorming; finding a topic that fits a purpose or an audience; researching or otherwise exploring ideas related to the topic; and organizing ideas with outlines, webs, charts, or other graphic organizers. They show children how to write a first draft, reminding them to include details that will catch the reader's interest and to provide support for main ideas. They teach children to revise their work by reviewing ideas and organization, and model how to edit work for spelling, capitalization, punctuation, and grammar. Finally, they help children publish their work. Accomplished teachers weave technology into every step of the writing process, from researching interesting topics, to checking spelling, to publishing.

Accomplished early childhood teachers demonstrate that good writers are also good researchers. They teach young children how to formulate questions, find answers in a variety of sources, evaluate sources, and restate information in their own words. They explain the meaning of plagiarism and show children how to cite sources appropriately.

From the Section Mathematics

Accomplished early childhood teachers competently model processes, including problem solving and reasoning, the representation and communication of mathematical ideas, and the ways that connections are made among ideas. They believe that young children can engage meaningfully in these processes and routinely provide opportunities for them to do so. They know how to support young children as they learn content through the use of these practices and also support learning of key aspects of the processes themselves. They see the roots of mathematical processes in the ways that children organize information, record their ideas while participating in mathematical play and centers, or name an example to support a mathematical idea. Teachers provide tools and technologies that facilitate multiple methods of representation, connections, and communication. They encourage children to describe their approaches to problem-solving and their uses of representation.

Accomplished early childhood teachers provide varied opportunities for children to explore mathematics. Teachers design mathematical tasks that engage children in doing mathematics in authentic ways. They encourage children to generate their own questions and then develop, explain, and defend their responses. They create rich environments in which children select from among manipulatives, mathematical tools, and technology as means to solve problems. Accomplished teachers encourage children to exchange ideas and strategies and to try different approaches to

problems. Teachers scaffold learning in such a way as to help children reflect and gradually arrive at key ideas over time. They partner with parents and obtain community resources to expand where, when, and how children use mathematics. Using all these strategies, the accomplished teacher supports young children's learning and their sense that mathematics is worthwhile.

From the Section Science

Accomplished early childhood teachers help young children see the relevance of science. For example, when teaching life science, teachers might engage younger children in understanding the body through activities involving their senses and through stories, songs, and motions. Teachers might involve older children in earth science with a study of animal habitats or an investigation of the features of the natural environment outside the school. In physical science, teachers might begin simple investigations of the properties of water by having children observe an ice cube and tell what occurs when it is exposed to heat. The children might further explore water's states of matter by heating the water to see it evaporate or freezing it so that it will turn into a solid cube. In environmental science, the accomplished teacher might have children plant a garden or develop and observe a compost pile to learn how to recycle waste into useful fertilizer that helps save our Earth.

Accomplished teachers understand that such hands-on activities help children make connections to the world around them.

From the Section Social Studies

Accomplished early childhood teachers use developmentally appropriate strategies to help young children develop geographic concepts, and they provide opportunities for children to consider spatial relationships as a precursor to understanding the concept of location. Teachers find concrete ways to explain how people all over the world are connected to one another, including through the global economy. Teachers might prompt children to examine the labels on items such as their backpacks or their clothes to identify where they were made, and then pinpoint the items' sources on a globe or a map. Teachers might take children on walks to learn about their neighborhood, using directional words such as "left" and "right" or "north" and "south" to describe the orientation of traffic signs, buildings, and people. To make these experiences even more meaningful, teachers might help children subsequently construct a model or map of the neighborhood and discuss what they observed.

Accomplished early childhood teachers use the concepts of civics and government to help children understand that in their learning communities, just as in their homes, there are rules, rights, and responsibilities that allow the members of the group to interact successfully. Teachers might regularly schedule meetings in which children interpret the classroom codes of conduct and discuss how to resolve issues. Teachers might guide children through the process of creating their own set of behavioral expectations and appropriate consequences for the classroom.

Accomplished early childhood teachers help young children explore the principles of economics in the context of familiar experiences. For example, teachers might organize play stores, restaurants, and other appropriate economic venues to illustrate principles related to resources and consumption. Teachers might prompt children to create a class town with its own monetary system designed by the children, or might set aside certain days on which children are allowed to set up a business to sell something such as a craft item. Accomplished teachers hold discussions on such concepts as trade, wants and needs, supply and demand, and consumers and producers in order to help children understand that economics is part of everyday life.

From the Section Visual Arts

Accomplished early childhood teachers help children look at art, talk about art, create art, and develop an awareness of the visual arts in their everyday lives. They create environments in which play, both natural and virtual, serves as a context for engaging in artistic activities. Teachers help children analyze and evaluate the visual arts. For example, accomplished teachers of younger children might have them peruse multiple books by a single illustrator to highlight the use of color or line, whereas teachers of older children might engage them in comparing styles among multiple illustrators.

Accomplished early childhood teachers help children understand that there are many valid aesthetic approaches and responses to the visual arts. Whereas some children may consider a particular work of art appealing, others may find it unsettling. Teachers use examples from a variety of cultures to expand children's understanding of different approaches to beauty and aesthetic expression. They also help children appreciate beauty in the world around them and begin to manipulate their own aesthetic environments. For example, children may be encouraged to select and display their work throughout the community. Accomplished teachers value each child's developing appreciation of the visual arts and incorporate children's artwork in the classroom.

Accomplished early childhood teachers use the visual arts to extend other aspects of children's learning. They seek opportunities to creatively integrate visual arts content and skills in children's daily activities and learning. For example, in mathematics, teachers may have children draw or paint patterns. In social studies, children might design a flag or represent an aspect of their culture through various artistic media.

From the Section Music and Drama

Accomplished early childhood teachers provide time, space, and materials so that young children can explore sounds and rhythms. Teachers provide young children with opportunities to practice vocal and instrumental sounds through solos and ensembles. Most children spontaneously express whole body rhythm activities through creative play, and accomplished teachers use this expressiveness as a

transition to drama and the performing arts. They encourage children to create and move to music as well as listen to it. They may provide opportunities for children to express themselves by singing and playing musical instruments. Teachers help children to improvise short songs and instrumental pieces using a variety of nontraditional sounds such as paper tearing or pencil tapping; body sounds such as hands clapping or fingers snapping; and electronic sounds such as keyboards or synthesizers.

Accomplished early childhood teachers design and select dramatic activities using their knowledge of child development, individual children, and the community in which children live. They provide opportunities, ideas, and props that extend play, develop imagination, and encourage creativity. They provide children with opportunities to use the processes of drama to extend learning in the subject areas. They choose activities that foster teamwork, character building, empathy, self-confidence, speech and language development, imagination, problem solving, memory, aesthetic appreciation, and fun. They encourage children to explore diverse roles, viewpoints, and motivations; to listen carefully to and interact sensitively with peers; and to adapt the environment to their imagination. Accomplished teachers guide older children in their ability to identify and compare similar characters, settings, and situations in dramatizations.

From the Section Health Education

Accomplished early childhood teachers plan positive routines for play, work, rest, hygiene, and social interaction throughout the day. They implement skill-based instruction in health during play, meal, rest, and transition times. Teachers educate young children about their need for movement and play and help them develop effective strategies for maintaining wellbeing. Accomplished teachers teach and model daily health habits in nutrition, safety, hygiene, physical activity, relationships, rest, and quiet time.

Accomplished teachers plan opportunities for young children to explore the unifying concepts of health, such as the influences of families, peers, media, culture, technology, prevention, and habits, to inform their health practices. Through instruction augmented by cues to action and ongoing feedback, teachers provide young children with opportunities to practice daily routines for personal health. For example, teachers may cue children to set goals for how many fruits and vegetables to eat every day and set goals for brushing teeth twice a day. They also encourage children to verbalize their needs, wants, and feelings in healthy ways, and have children differentiate when to make health-related decisions individually or with trusted adults and community helpers.

Accomplished teachers use instructional strategies such as graphic organizers, checklists, and hypothetical situations to help young children think about their personal health choices such as refusing offers of tobacco and alcohol or dialing 911 in emergencies. When young children are encouraged to share their reasons for

healthy behaviors, they may be more likely to reduce health risks. Teachers might also use cooperative learning, problem-based learning, or service learning to support health practices across the curriculum and advocate for personal, family, and community health.

Accomplished early childhood teachers are committed to ensuring children's safety. They equip children with the skills and knowledge to be safe on the playground, in the classroom, at home, in their neighborhoods, and online. They shield children from harm and readily educate and warn them about unsafe activities and hazards in the immediate environment. Accomplished teachers might use roleplaying, discussions, or modeling to empower children to say no to safety hazards, inappropriate touches, or unsafe acts.

From the Section Physical Education

Accomplished early childhood teachers provide sufficient time and varied settings for children's physical activities in the classroom and beyond, such as during recess, physical education, and outdoor field days. Teachers of younger children know that appropriate and frequent periods of physical activity are essential for developing fine- and gross-motor skills, including cognitive skills, and for satisfying the young child's need to be active. Teachers are creative and imaginative in seizing opportunities to have children dance, mimic animal movements and move during transition times by hopping, crawling, or dancing to the next activity. They ensure that children have appropriate supervision, and they model physical activity patterns for children.

From the Section Technology

Accomplished early childhood teachers use pedagogies that support young children in learning how to use technology as a tool and how to become critical consumers of technology. They evaluate technology as critically as they would any other learning resource, applying such criteria as whether or not the content is developmentally appropriate; linked to curriculum, goals, and learning standards; flexible enough to accommodate the individual needs of all children; and appropriate given the cultural context of the community, families, and children with whom teachers work. Teachers are purposeful in making decisions about when and how to use technology as a vehicle for learning.

Accomplished early childhood teachers show children how to use technology throughout the curriculum to identify, organize, communicate, collaborate, create, illustrate, demonstrate, research, and collect data as well as to produce presentations, artifacts, and documents. Accomplished teachers ensure that children understand how to use technology safely and cooperatively. Teachers can discuss technology using terminology that is both developmentally appropriate and accurate. They facilitate children's use of technology to communicate within and beyond the classroom walls, to work collaboratively, and to support individual and group

learning. Accomplished teachers find ways to personalize technology to assist the learning of each child.

Standard VII: Planning for Development and Learning

Accomplished early childhood teachers responsibly and systematically plan for young children's learning and development with clear goals and objectives in mind. The planning process incorporates assessing what children know, setting challenging yet attainable goals, and designing learning activities that help children achieve those goals. Teachers use their professional knowledge of child development, the diverse needs of the individual children in their class, and learning standards to select and design appropriate activities, resources, and formal and informal assessments. Accomplished teachers plan instruction with attention to foundational concepts and to the whole child, and they ensure that children have substantial opportunities for learning in all subject areas.

Setting Goals and Objectives

Accomplished early childhood teachers focus on a variety of dimensions when setting goals and objectives for young children. They focus on each child's entering developmental level to set individual goals, and they consider children's shared needs to set group goals. Teachers consider children's prior knowledge in relation to curriculum content and standards, and they take into consideration the academic and social context in which they teach. Teachers respond sensitively when collaborating with families to determine appropriate outcomes for children; and they guide children and families to set challenging, yet achievable, goals. Accomplished teachers make well-balanced decisions based on research and theory, their professional experience, and their knowledge of children and proven practices; and they collaborate with colleagues to articulate goals for teaching and learning.

Accomplished early childhood teachers are skilled at sequencing goals. They strive to achieve a firm understanding of where children are now and what children's needs are for future growth. As often as possible, teachers integrate children's interests within the framework of curricular and developmental goals. Accomplished teachers establish logical links between short- and long-term goals and objectives. When setting goals, they apply the knowledge that young children build understanding from the concrete to the abstract, from whole to part, and from the simple to the complex. In sequencing goals for mathematics learning, for instance, accomplished teachers might introduce the concept of fractions with manipulatives such as paper strips, then move to less concrete representations such as drawings, and finally make the transition to abstract numerical symbols.

Accomplished early childhood teachers understand the range of development that is typical for a given age group. They set goals and plan for children whose development falls outside this range. They collaborate with a variety of specialists, including health professionals, teachers of children with gifts and talents, and psychologists to skillfully

differentiate learning experiences for children with exceptionalities. Teachers know that families have insights into children’s functioning and adaptation that may not be manifest in the school setting. Consequently, teachers make special efforts to learn from those families in order to involve them in decision making and goal setting.

Designing and Selecting Activities and Resources

After setting goals, accomplished early childhood teachers design and select developmentally appropriate activities, resources, experiences to help children reach those goals. They are proactive when designing and selecting instructional activities and resources. They anticipate learning outcomes, child engagement, and possible misconceptions related to activities, including play activities. When designing learning experiences, teachers consider the kinds of activities that spark children’s excitement and enjoyment. Accomplished teachers use foresight to gather resources and consider social arrangements in order to increase the likelihood that children will experience success.

Since play has a key role in integrating young children’s development, accomplished teachers design play activities that help children process life experiences and understand content across the curriculum. Teachers design a dramatic play area that offers opportunities for young children to develop socially, cognitively, linguistically, physically, emotionally, and ethically. (See Standard VIII—Implementing Instruction for Development and Learning.)

Accomplished early childhood teachers design activities in ways that ensure equitable participation for diverse learners, including those who need special support. Accomplished teachers understand that individual young children develop in different ways and at varying rates. They also understand that children learn and express themselves best through different modalities; whereas some are primarily verbal learners, others learn best through music, art, or movement. Accomplished teachers devise learning activities that can be differentiated to accommodate all learning styles, and they construct multiple entry points so that all children can participate. Furthermore, they are sensitive to the cultural diversity in their classroom when planning and developing learning activities, and they find ways to embed cultural resources in the classroom.

Accomplished early childhood teachers design learning activities that are coherent and connected. They ensure that learning unfolds in logical ways across days, months, and beyond. They plan thematic units that seamlessly connect ideas from different subject areas, and they develop authentic experiences that help children appreciate that what they are learning relates to the world beyond the educational setting. Accomplished teachers design and select activities that move learners from less to more complex levels of thinking. As young children begin to acquire information, process knowledge, and develop their meta-cognitive skills, teachers plan activities and events that help young children develop their skills of remembering, understanding, applying, analyzing, evaluating and creating. They encourage

discovery, problem-solving, and critical and creative thinking. When relevant, accomplished teachers integrate technology into instruction. For example, after studying ecology the teacher could provide opportunities for children to create interactive games or presentations that demonstrate their understanding of ways to reduce, reuse, conserve, and recycle.

Accomplished early childhood teachers are knowledgeable about a broad range of instructional resources. They evaluate resources according to a range of criteria: child safety, age appropriateness, applicability to different disciplines and learning goals, potential for multiple forms and levels of engagement, and relevance to young learners' interests and prior experiences. They are adept at selecting, combining, adapting, and creating print and non-print media resources, including current and emerging technologies. When technology resources are scarce, accomplished teachers find creative ways to ensure that young children have equitable access. Teachers collaborate with colleagues to critically analyze curriculum resources such as textbooks, adapting and using the suggested activities to support developmentally appropriate and culturally sensitive learning experiences. Accomplished teachers continually seek out and review new books and games, various forms of technology and media, and manipulative materials. They also find new ways to use familiar items in the classroom. When evaluating, selecting, adapting, and using instructional resources, accomplished teachers may consult with children, families, colleagues, and community partners.

Accomplished early childhood teachers use community resources to enrich learning experiences for young children. They involve older siblings or schoolmates, parents, colleagues, and other community members to enhance classroom learning experiences. They plan ways to connect children to the community, both by taking children into the community and by inviting community members into the educational setting. A teacher might set up a regular Saturday event in a local bookstore in which children and parents meet to enjoy stories and encounter new children's books. The teacher might also invite local artists to display their work in the educational setting. Accomplished teachers monitor news events and developments in sports, the arts, and popular culture that interest children; then they plan appropriate ways to use these elements to enrich instruction.

Accomplished early childhood teachers plan for a variety of flexible grouping strategies, from whole-class to small-group, partner, and individual activities, in order to facilitate classroom management and to improve learning. Teachers use grouping for many purposes, such as enhancing both cooperation among children and individual autonomy. They have many ways to think about grouping, including children's interests and learning styles, and how groups necessarily change over time. An accomplished teacher might plan an activity in which members of a small group practice waiting their turns, speaking one at a time, and listening and repeating what others have said as a means of developing group social skills. Teachers' plans include teaching children to use a combination of mutual and individual responsibility to solve problems and resolve conflicts. When grouping, teachers take into account

children's personalities, how children get along with one another, and individual learning styles in order to maximize children's productive engagement in learning. For example, after grouping a child who is especially adept in a certain subject area with peers who need extra support, an accomplished teacher would carefully monitor the arrangement to ensure that the expert child is being sufficiently challenged and that the other children are having sufficient opportunity to learn rather than relying on their classmate to do the work. Accomplished teachers also consider equity, fairness, and diversity when grouping.

Standard VIII: Implementing Instruction for Development and Learning

Accomplished early childhood teachers are highly skilled at promoting young children's ongoing development and learning. They are able to simultaneously manage multiple aspects of teaching including time, materials, and social dynamics to facilitate children's success and their enjoyment of learning. Accomplished teachers advance development and learning through a variety of strategies and resources, including play and appropriate use of technology, which foster children's active engagement and ensure that all children achieve. Accomplished teachers challenge and support every child, closely monitoring individual responses to instruction in order to make learning and information accessible to all.

Setting, Communicating, and Monitoring Expectations

Accomplished early childhood teachers act on the belief that every child can learn. They set high but achievable expectations that are developmentally appropriate, fair, and equitable, and which take into consideration young children's cultural and family backgrounds. Teachers model and explicitly discuss expectations, and they actively inform children and families of their expectations, using channels such as parent nights, newsletters, morning meetings, and other forms of communication. Accomplished teachers know that setting and communicating expectations is not enough; they must also continuously monitor progress in relation to expectations and make appropriate adjustments. Underlying all expectations is the belief that the goal of the teacher is to empower children to act, make decisions, and take responsibility for their learning and behavior.

Engaging Children in Learning

Accomplished early childhood teachers understand that young children are active learners, and they are adept at finding ways to increase children's engagement in learning. Teachers understand the importance of discussions in helping children form, extend, and refine their theories and explanations. Teachers help children develop communication skills, teaching and modeling the importance of listening carefully and responding thoughtfully to the topic at hand. Accomplished teachers patiently and skillfully help young children learn how to formulate questions, think through their ideas, pose additional questions, unscramble confusions, and develop their own

hypotheses. Teachers facilitate problem-solving experiences that promote children's critical thinking skills. At a basic level, they may have children provide a summary or synthesis of what they have learned. At a higher level, teachers may ask questions that help children consider new perspectives, extend or clarify an idea or concept, or develop deeper or more diverse understandings of a phenomenon. Accomplished teachers model strategies for organizing and synthesizing information, allowing children to begin to construct their own knowledge base and generate their own understanding of the world around them.

Accomplished early childhood teachers use a variety of techniques to engage young children. They use proximity to children as a motivational technique, vary their volume and intonation when speaking, and employ facial expressions and body language to express ideas and emotions. Teachers model enthusiasm, energy, and willingness to try new ideas and activities. They capitalize on children's interests; for example, a teacher might bring in a magazine about horses to encourage horse-lovers to read or incorporate children's names into a mathematics problem. Teachers encourage children to assist classmates who are struggling to master new information or skills. For example, in the case of a child who is having trouble understanding when to use a period, the teacher might encourage a classmate to relate the analogy that a period is like a stop sign. Accomplished teachers monitor children's emerging or waning interests, and they alter plans to find new ways to engage children in the moment.

Accomplished early childhood teachers assess young children's progress and use immediate feedback to enhance ongoing learning. Teachers convey feedback through words, gestures, and facial expressions that children will readily understand. Accomplished teachers identify the specific ways in which children are succeeding and concrete ways in which they can improve. In addition to providing children with feedback on all areas of their development and learning, accomplished teachers ask children to evaluate learning activities, and they use children's responses to improve their teaching.

Accomplished early childhood teachers know how to make learning enjoyable for young children by using humor, showing affection, expressing wonder, and sharing their own learning experiences. For example, a teacher might explain to reluctant readers that the teacher did not enjoy reading as a child until encountering books about a favorite subject. Teachers know how to motivate children by appealing to their pride in meeting a challenge; they might explain empathetically that although some types of learning can be hard work, perseverance can lead to a sense of accomplishment and joy. Accomplished teachers understand the social and emotional aspects of learning, and they are adept at manipulating these aspects in productive ways. They do not merely interact with children cognitively, but rather create a caring community that makes children feel valued by teacher and peers. They show children that while learning is important, it does not always have to be serious, and when children share jokes, teachers laugh. Accomplished teachers do not always act like experts; sometimes they act as if they do not understand something and let children

explain. Accomplished teachers find enjoyable ways to give children choices; for example, they might let children decide how to greet the teacher in the morning, thus making the process of entering classroom fun, an especially useful strategy to use with young children who experience anxiety about coming to school.

Using Strategies to Foster Children’s Learning and Development

Accomplished early childhood teachers use a variety of strategies to foster young children’s learning and development. They understand that teaching must be intentional and multi-faceted. They are responsive to ongoing teaching interactions and take advantage of teachable moments that allow children to gain the most knowledge from their experiences. Accomplished teachers use an extensive repertoire of instructional strategies, including explicit and indirect, formal and informal, inductive and deductive, and teacher-directed and child-selected. Accomplished teachers differentiate instruction to meet individual needs while maintaining high expectations for all, and they encourage children to take responsibility for their own learning.

When implementing instruction, accomplished early childhood teachers know when it is appropriate to modify or change their plans in the moment. They closely monitor the learning environment in order to continuously re-evaluate each individual’s progress and the group’s dynamics, and they provide support as needed. Teachers know when a child simply needs more practice in order to master a skill and when the teacher needs to re-teach on another day or employ a different approach. Accomplished teachers are adept at listening to young children’s conversations and using the insights they gain to further everyone’s understanding.

Although accomplished early childhood teachers recognize that there are certain uniform standards that every young child must meet, they are also cognizant that children follow different paths to meet those standards. Teachers differentiate instruction to maximize each child’s learning. They modify their approaches to instruction in response to such features as children’s developmental levels, learning styles, skills, abilities, exceptionalities, culture, and English language levels, and they help each child move to the next level of proficiency.

Accomplished early childhood teachers implement instruction that is meaningful to the learner. Teachers draw on their past experiences, along with their knowledge of child development and core subject areas, to develop an ongoing mix of activities that allow children to begin creating their own understandings. Teachers model the kinds of creative-thinking and problem-solving skills that will enable children to become successful in their own endeavors. Teachers are skilled at observing, listening, facilitating discussion, orchestrating play, creating a positive learning environment, asking questions, adapting resources and routines to new uses, and helping children make connections with past ideas, experiences, and bodies of knowledge.

Accomplished early childhood teachers understand the value of using a variety of student grouping patterns to facilitate young children's development and learning, and they perceive grouping patterns as flexible and fluid. Teachers evaluate grouping patterns according to various criteria, including their relevance to children's skills, abilities, knowledge, and interests, and they sometimes allow children to make choices and move freely among groups. Teachers monitor groups, and they deftly make modifications based on their insights. They sometimes change the configuration of a group in order to meet the needs of an individual child, and at other times they make adjustments to ensure the cohesiveness of the group.

Accomplished early childhood teachers help all children take responsibility for making appropriate choices about how they spend some of their time each day, how they respond to learning experiences, and how they evaluate their own work. They observe every child's interactions and discourse carefully, and they then find meaningful ways to encourage every child to elaborate on, reflect on, change, or refine his or her choices. Accomplished teachers also know when to hold back and let young children pursue their own interests, answer a question, resolve a difficulty, or pursue a discussion on their own.

Accomplished teachers recognize the many ways in which communication is central to learning in early childhood. They know that competence in receptive language precedes competence in expressive language, and they meet each child at her or his stage of language development. Teachers modify instruction in relation to children's differing degrees of English language competence while simultaneously encouraging children to enhance their communication skills. Teachers model the use of enriched vocabulary, and they encourage children to talk in order to improve their communication skills and to share their needs and wants, thoughts, and experiences. Teachers create an appropriate balance of interaction between their own talk and the children's talk. Accomplished teachers skillfully incorporate techniques such as wait time, active listening, turn and talk, sharing, and play in order to enhance communication.

Facilitating Play

Accomplished early childhood teachers understand that play enhances all areas of young children's development and learning, and they provide ample opportunities for various kinds of play throughout the school day. Teachers help children use play as a vehicle for processing emotions and for developing social skills such as cooperation and communication. Accomplished teachers also use play to help children develop cognitive skills, such as perceiving connections among curricular areas, making their first attempts at symbolic representation, solving problems, and developing higher-order thinking skills.

Accomplished early childhood teachers are aware of the role of play in social development. They understand the ways in which play can help children begin to deal with issues of justice and fairness, and they know that play provides opportunities for

children to practice generosity, fairness, tolerance, understanding, and other key social-development traits. Accomplished teachers help children manage frustration when they play. If a game does not work out the way a child wants it to, an accomplished teacher can help the child distinguish between a disappointment that needs to be accepted and an injustice that should be remedied.

Accomplished early childhood teachers create an environment that stimulates discovery and imagination through different forms of play, including indoor and outdoor play, solitary and cooperative play, dramatic play, block play, and directed and free play. Building on children's interests and the curriculum, teachers create a variety of dramatic play settings, which they encourage children to personalize with objects from home or props they craft themselves at school. Early childhood teachers provide opportunities for children at all developmental levels—not just the youngest children—to make sense of their world and gain new knowledge through the manipulation of realia, dress-up clothes, and writing materials relevant to each dramatic play setting. For example, a teacher might create a veterinary hospital stocked with books about various pets, play medical instruments, and medical history forms for children to complete.

Accomplished early childhood teachers understand the dynamics of play. They know that children need to warm up before they can settle into productive activity; therefore, teachers provide children with sufficient time for play. Teachers understand the ways in which children move in and out of various scenarios, for example, by leaving the group that is acting out a medical emergency when the restaurant group suddenly seems more appealing. Teachers also know that children come in and out of role playing, sometimes stopping in mid-sentence to make a pronouncement in their "real" persona.

When appropriate, accomplished teachers join children in their play, modeling the behaviors and language appropriate to the roles assumed. Teachers understand that some children have a hard time gaining access to play for reasons such as their gender, shyness, or limited prior play experience; teachers are constantly on the alert for evidence of such challenges and, when necessary, will help a child become involved. Teachers sometimes join children to enrich or elaborate an activity or modify a scenario to make it more accessible. They actively manage play so that it stays within the boundaries of safety and reasonableness. They attend to children who may reach levels of exuberance that are not appropriate to the space or that are potentially harmful to themselves or others, and they organize play so that it does not perpetuate or engender divisiveness. Accomplished teachers train paraprofessionals and volunteers who work directly with children about what to look for during play and when and how to intervene effectively.

As keen observers of children, accomplished early childhood teachers draw inferences from young children's behavior during play. Teachers understand that some play is purely for enjoyment, and they may subtly intervene to help certain children join in the spirit of fun. Teachers also know that children often use play

metaphorically, to act out a range of emotions and ideas. Teachers interact strategically in more conceptual or emotionally significant play; for example, they might use a game to extend a concept taught in an earlier lesson. Even when accomplished teachers refrain from direct involvement in children's play, they are not disengaged or passive. They use their observations to gather information about the children and to inform their design of future activities.

Accomplished early childhood teachers advocate for play. They have a clear rationale for the allocation of time for indoor and outdoor play, and they can articulate this rationale to families, colleagues, administrators, and other stakeholders. They can explain the educational value of play and the ways in which play can provide a valuable balance to the media and technology to which children are routinely exposed. Accomplished teachers can explain when it is appropriate for children to engage in competitive team sports and how children can gain access to safe and well-equipped play.

Using Resources to Support Learning

Accomplished early childhood teachers know that the importance of an instructional resource lies not in the tool itself but rather in the way it is used to support development and learning. Teachers guide young children to use resources in ways that promote positive outcomes. However, accomplished teachers also understand that children's creativity and curiosity may lead them to use materials in ways that are novel and unexpected but just as productive as more typical uses. In all cases, accomplished teachers carefully observe children as they interact with instructional resources, understand the educational implications of these interactions, and know when and how to adapt or supplement resources in order to meet children's diverse needs.

Accomplished early childhood teachers appreciate the ways in which their actions can enhance or diminish the effectiveness of particular instructional resources. They encourage young children to discover relationships among objects and resist showing those relationships when children do not initially perceive them. If a child needs prompting, the teacher provides just enough information to re-engage that child in independent exploration. When planning to use an especially novel or attractive new resource in a learning activity, teachers often allow young children to freely explore the resource first so they will not be distracted when asked to deploy the resource for a particular purpose. Accomplished teachers are adept at using materials, schedules, groups, tasks, roles, and time to increase children's learning.

Accomplished early childhood teachers use materials in flexible and innovative ways. They skillfully exploit readily available resources rather than depending solely on commercially packaged materials. If, as a project evolves, children need additional tools or materials, accomplished teachers expeditiously secure those resources. Accomplished teachers also find creative ways to draw on children's imaginations to create resources. For example, a teacher might provide scrap paper and scissors,

giving children the opportunity to make their own books about a concept they have just learned.

Accomplished early childhood teachers establish and maintain constructive procedures for using instructional resources. They make certain that young children know how to use materials safely, and they monitor the learning environment to ensure that children routinely employ the materials in appropriate fashion. When necessary, accomplished teachers restate the rules for using particular materials and revisit the reasons for such rules. They show approval when children use materials in ways that ensure those resources will last. Teachers kindle an ongoing sense of shared responsibility for organizing and sharing materials.

Integrating Technology into Instruction

Accomplished early childhood teachers use a variety of technological tools, such as video, audio, and digital materials, to enhance the curriculum. They help young children begin to use technological reference sources such as computer software, the Internet, and emerging technologies to gain information. Teachers use technology in all subject areas, not just academic subjects. For example, teachers might use programs to monitor children's heart rates or to help them count how many steps they take during the school day. Teachers incorporate various types of technology, including assistive technology, to differentiate instruction as it unfolds. For example, a teacher might use a toy phone with a prerecorded message to help a nonverbal child participate in circle time, a calculator to check a computation, or the corresponding audio book when a child selects a storybook to read.

Accomplished early childhood teachers use technology flexibly, adapting to situations as they arise, troubleshooting problems, and smoothly switching to backup plans if technology malfunctions or fails to support the desired outcome. They continually check to ensure that technology is functioning properly. For example, if a teacher uses a microphone and speaker to communicate with a child who is hard of hearing, the teacher periodically checks to confirm the device is meeting the child's needs. The teacher also makes sure that children operate technology tools correctly and safely, whether they are using computers, karaoke machines, or grow lights for plants. Teachers clearly explain and model each step of use, from set up to completion, and they are sensitive to young children's misunderstandings or anxieties about using unfamiliar technologies. Accomplished teachers explain to young children how to use the Internet safely and how to become critical consumers of information obtained through Web sites.

Accomplished early childhood teachers help families understand that young children can use technology for more than play. They hold parent-information nights to share how children use specific programs, for example to type journal entries or to illustrate their stories. Accomplished teachers encourage parents to explore technology so that they understand its significance to children. Teachers also share developmentally

appropriate Web sites with parents so they can reinforce specific skill development at home.	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

<p>GENERALIST (MC) <i>Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD V: Instructional Decision Making</p>	
<p>OVERVIEW: Accomplished teachers are effective instructional decision makers. They use a process of assessing, planning, implementing, and reflecting to guide teaching and learning.</p>	
<p>Introduction</p> <p>Accomplished middle childhood generalists engage students within their schools and communities to build an awareness of their learning needs and determine how instruction can support these needs. The more teachers learn about their students, the more they can tailor the social, emotional, and intellectual components of their instruction to inspire students. The broad knowledge of curricula and pedagogy that middle childhood generalists have provides them with a number of resources and strategies. As they differentiate instruction and maximize students’ learning, they ensure that they honor the ways students make meaning. Accomplished teachers motivate and empower students so they can become confident and independent thinkers using multiple pathways to success.</p> <p>Accomplished teachers routinely use formal and informal assessments to gather information about what their students are learning and how they are learning it. They use data to evaluate the effectiveness of their instructional decisions and adjust their practice as needed for the success of all students. Teachers share feedback with students and their families to help students take ownership of their education and establish appropriate goals for learning. Accomplished teachers know that thoughtful reflection sets the stage for the advancement of their students’ growth and their own professional growth.</p> <p>Engaging Students</p> <p>Accomplished teachers engage students to construct meaning and build an understanding of subject matter. They help students realize that what they learn in one context may transfer to others and can extend beyond traditional subject, disciplinary, or classroom boundaries. Teachers achieve this goal by planning learning experiences that include multiple forms of representation, varied interpretation, critical reasoning, and personal reflection. These learning tasks broaden students’ inquiry, questioning, and deliberation skills so that they consider the world they live in with a greater level of insight and engagement. This type of meaningful, student-centered learning occurs when teachers guide students through experiences that challenge their perspectives,</p>	

knowledge, abilities, understandings, and dispositions.

Accomplished teachers are adept at using responsive instruction to address the diverse needs of students in their classrooms. They make purposeful efforts to become acquainted with students and their families. These teachers also share their own interests and motivations, modeling active involvement in learning while building trust and personal connections with their students. Attuned to each student's uniqueness, teachers design activities with careful consideration of students' strengths, interests, and individual learning preferences to support the learning needs of all students. (See Standard I—Knowledge of Students.)

Accomplished teachers make learning interactive, challenging, and enjoyable by providing the accommodations and support systems that students need to be successful. They adapt their lessons to address unforeseen developments or to pursue the enriching, rewarding paths opened by class discussion. They vary their instructional approach based on students' dialogue, performances, or understandings and misconceptions; they adjust the pace, structure, and focus of instruction according to the needs of students. For example, an accomplished teacher may determine that a question posed by a student about a subject being discussed, while not directly related to the discussion, could present an opportunity to expand the topic in a meaningful way; that teacher may allow the discussion to shift in this new, unanticipated direction. An accomplished teacher purposefully incorporates learning activities that allow students to move around when they have been sitting for a lengthy period of time. The flexibility generated by varied approaches creates a classroom climate that empowers students to think about how they learn and what they can do to improve how they synthesize the knowledge that they gain. These experiences also help students take ownership of their learning and become independent thinkers who know what they must do to grow and thrive.

Accomplished teachers provide students with opportunities to confront and solve challenging instructional tasks. They foster problem solving, creative thinking, and open-mindedness to help students understand that finding the answer to a problem, correct or otherwise, is not always as important as the process of reaching the solution. These experiences stimulate thinking by requiring students to extend and expand their knowledge and reasoning.

Accomplished teachers make instructional decisions based on their assessment of the social, physical, emotional, and intellectual needs of their students. They gain knowledge and understanding of their students that informs the content they teach and the pedagogical approaches they use to motivate students. Teachers employ various approaches to topics, themes, concepts, and skills to change the pace of instruction and modify it in response to students' needs and performances. They continuously adjust their instruction to expand opportunities for students and establish learning that nurtures and supports students' individual strengths. By respecting the uniqueness of their students and establishing high expectations, accomplished teachers increase the engagement of all students in the learning process.

Planning and Implementing Instruction

Accomplished teachers plan and implement instruction to meet the needs of all students, including students with exceptional needs or English language learners. They consider learning goals; the use of appropriate instructional resources; the selection of worthwhile, engaging, and challenging topics; and the employment of effective instructional strategies to develop students' skills and dispositions.

Accomplished teachers are skilled at selecting instructional resources thoughtfully from the wide variety available. When choosing materials, they seek instructional contexts that reflect the diversity of their classrooms while making connections between their students' lives and those of people in local and global communities. Teachers select materials that vary in several ways, including form, style, content, and point of view, to appeal to students with different backgrounds, abilities, and interests. Teachers adapt these resources as needed or seek new ones to engage all their students. They explore current and available technology as well. For instance, a teacher might display a virtual manipulative to provide a visual representation of fractions as part of a region, set, array, area model, or number line. Teachers integrate technology to investigate topics with their students in a broad manner that extends instruction in exciting and interesting ways.

Accomplished teachers share their talents and resources as they collaborate with colleagues and stakeholders in instructional planning, design, and delivery. Other educators with specific areas of expertise may serve as consultants, sharing information about a particular content area or insights on the personal histories of students, or by providing suggestions for other types of resources and strategies. For example, a middle childhood generalist may work with an exceptional needs teacher to determine the most effective teaching strategies and text modifications for a child with a learning disability. Accomplished teachers are adept at managing additional classroom personnel, such as instructional assistants and volunteers, to provide students with more individualized attention and meet the needs of all learners. Viewing the local community as an extension of the classroom, teachers may invite families and community members, agencies, colleges and universities, or businesses to help enrich curricula and enhance student learning. For example, a teacher may collaborate with the school library/media specialist or community librarian to instruct students in the use of primary sources during research; the teacher may also invite local veterans or senior citizens to share their experiences so that students can conduct interviews and create digital artifacts for future projects. Teachers understand the power of collaboration to extend teaching and learning beyond their classrooms and to build capacity in their colleagues as well as in their students. (See Standard VI—Partnership and Outreach.)

Accomplished teachers select worthwhile topics for study based on their students' needs and interests, as well as curricular expectations. Teachers do not view curricula as limiting to their practice; they instead incorporate related topics and issues to

extend their students' thinking, knowledge, and understanding of how the curricular goal or expectation relates to the world beyond the classroom. Middle childhood generalists understand that meaningful learning occurs when students delve deeply into relevant topics that draw on their conceptual understandings, skills, and experiences with different content areas. They plan cross-curricular learning experiences that help students understand the interconnectedness of various disciplines. Teachers may present authentic opportunities for students to experience working as, and with, artists, scientists, or other experts. For example, a teacher might link a scientist's study of current environmental challenges to particular concepts, skills, and understandings in science, mathematics and social studies. This type of curricular integration develops students' capacities to think critically and analytically while extending their knowledge and understanding of the world. Accomplished teachers consider the needs and abilities of students so that the topic of study becomes meaningful for each student. For instance, during a unit on woodland forests, a teacher recognizing the differing interests and abilities of students in the classroom may have the class identify and describe plant life in the forest while allowing one student to research the impact of acid rain on the forest ecosystem and share this study with the class. Accomplished teachers recognize the enriching opportunities that this type of differentiated instruction offers all students.

Accomplished teachers choose from a wide repertoire of pedagogical strategies to plan instruction that addresses a range of classroom needs. They provide learning activities that address the breadth, depth, novelty, and complexity of subject area content and become more challenging as students gain confidence, reach expected levels of proficiency, and mature. Further, teachers differentiate content, process, and product in ways that are appropriate to subject matter as well as to students' strengths and needs. Teachers may lead the class as a whole or encourage small groups and individuals to explore on their own at times. They alter their instructional approach based on their students' current progress toward their learning goals. For example, teachers may use demonstrations to inspire new ways of thinking; they may use direct instruction to facilitate skill learning; or they may use cooperative group work and discussion to foster creative thinking and open-mindedness.

Accomplished teachers plan for and structure learning tasks that encourage inquiry and require students to explain their thinking. They address students' confusion and misconceptions as they build their students' capacity to construct important ideas. To promote independence and help students gain confidence in their ability to solve problems, teachers encourage them to challenge assumptions, take risks, initiate projects and activities, share insights, explore the use of unfamiliar technologies, and persist in the exploration of new or challenging material. Teachers provide students with opportunities to reflect on their thinking and learning by giving them feedback gained from a number of sources, including rubrics, peer review, and personal commentaries from stakeholders and educators. These types of responses allow students to measure their work against established criteria in, and beyond, the classroom, helping them improve their future efforts. Accomplished teachers model learning as a life-long process and encourage students when they are on unfamiliar

ground. They not only plan for and teach important concepts, skills, and ideas, but also demonstrate thinking processes, problem solving, and creative thinking.

Using Assessment to Inform Instruction

Data and related information generated from formal and informal assessments represent an integral component of instructional decision making. Accomplished teachers use information from a variety of pre-assessments, as well as formative and summative assessments, to monitor students' learning and guide planning and instruction. They use assessments to analyze students' readiness, evaluate students' performances, interpret students' understandings, determine students' progress, and inform their professional practice in general. Knowing that each assessment provides different kinds of information about students, accomplished teachers carefully match the type of assessment to the knowledge and skills being assessed and to the purpose of the assessment, bearing in mind the abilities and developmental needs of their students.

Accomplished teachers analyze the assessment data they collect based on the instructional needs of their students and classes. They study assessment results and related data independently and collaboratively within and across grade levels, with students, teaching colleagues, team leaders, school administrators, and, where appropriate, with family members. This layered analysis helps teachers identify issues for individuals and groups of students to recognize trends in the data and support the educational choices they make in the classroom. They also may use assessment results to identify students with previously unrecognized learning or language problems or students with a high aptitude for learning while simultaneously monitoring the progress of all students. They develop instructional plans to improve student learning and modify those plans as needed. Accomplished teachers know the benefits and limitations of different methods of assessment and can justify the assessments and assessment procedures they select for their classes, including those employed for students with exceptional needs.

Accomplished teachers recognize the important role of formative assessment in their daily instruction, carefully monitoring students' progress and modifying instruction as needed. For example, a teacher may pre-assess students' knowledge and skills at the beginning of a unit of study or instructional period when making instructional decisions appropriate for the class. Observation of students as they engage in the learning process constitutes another critical opportunity for formative assessment. Accomplished teachers use observation to determine students' involvement in lessons, the level of success they attain, and whether an intervention should be employed to address misconceptions or lack of prerequisite skills. Classroom conversations and interviews in which individual students or groups of students discuss their thinking also offer valuable forms of formative assessment. Accomplished teachers recognize that formal and informal conversations with families are significant components of the assessment process, while routine classroom activities such as homework, student notebooks and journals, quizzes, portfolios, projects, and digitally-created artifacts

provide other options for assessing students' understanding, expressiveness, and progress in relation to learning behaviors and curricular expectations.

Accomplished teachers assess as they teach. They observe students and ask different types of questions, noting when some children are more engaged than others. Teachers analyze multiple indicators of their students' behavior to track the success of lessons and modify instruction as needed. Teachers know students, content, and pedagogy well enough to appreciate when a lesson is not working or when students do not understand a concept; these teachers will modify or adjust instruction and approach concepts in a different manner to generate greater student success. Middle childhood generalists also show students how to use evidence generated from each learning experience to determine what they need or how they might adjust their own approaches to learning to experience greater success. In short, accomplished teachers know that formative assessment generates evidence that guides their instructional paths and their students' learning daily. The data and related information they gather on the progress of individuals, groups of students, and the class as a whole allows them to evaluate the relative success of their students and their instructional strategies and serves as a guide for improving their practice.

Accomplished teachers know, understand, and appreciate the benefits and limitations of using formative and summative assessment to assist in planning and instruction. This knowledge allows them to engage in informed discussions with students, colleagues, and families. Teachers know the importance of providing prompt constructive feedback and explicit evaluation criteria so that students can learn about their growth, development, and progress. For example, an accomplished teacher may involve students in developing the criteria for a scoring guide and review assessment data with them as well to help students establish learning goals. Teachers recognize that students who reflect on their own learning are better able to set manageable goals and develop habits that help them become more successful learners.

Formative and summative data can support an understanding of individual student performance and curricular decision making, as well as careful reflection on instructional practice. If, for example, over half the students in a grade level were unsuccessful on a state summative assessment item measuring the comparison of fractions using a number line, it would be helpful to discuss the types and amount of instruction that students received on using the number line, what changes might be needed, and the extent to which they were, and may currently be, comfortable using this representation to compare fractions. Accomplished teachers analyze data by examining how their students, schools, or districts fare from a comparative perspective; by identifying targets for improving students' progress; and by determining strategies that can be implemented to assist students. They use the analysis of assessment data to gauge students' achievement, recognizing that assessments are tools created not only for measuring students' learning, but also for guiding and supporting instruction.

Accomplished teachers help develop and implement individualized education and Section 504 plans, working cooperatively with various staff members to provide

accommodations and modifications for students with exceptional needs. Teachers realize that students' needs differ and that accommodations for assessments are essential, though standardized and modified tests may be assessing similar skills. For example, an accomplished teacher may create a mathematics word problem for use as a formative assessment, then realize that a student with a reading disability may encounter difficulties demonstrating proficiency in the mathematical skill being measured. The teacher would then modify the mathematical problem by lowering its readability to the student's instructional level so that the question measures the student's mathematical skills rather than reading skills. When modifying assessments or providing additional accommodations to meet students' needs, accomplished teachers may seek additional resources from other staff members.

Reflecting on Instructional Decision Making

Accomplished teachers appreciate the value of reflection, recognizing that a deliberate study of their practice optimizes their instructional decision making. These teachers know that by undertaking this purposeful and highly individual process of self-analysis, they gain greater insight into the significance of their choices and the impact that these choices have on students' learning. Teachers recognize that their in-depth and focused efforts to review and refine their practice before, during, and after instruction help them make informed decisions about their teaching. These decisions take into consideration the engagement of students, the planning and delivery of instruction, and the utility of different assessments. Careful reflection helps accomplished teachers improve students' performances and the quality of learning experiences.

Accomplished teachers are adept at analyzing and evaluating how well-selected events and planned interactions meet their intended purposes. They are skilled at determining the degree to which their decisions sustain and support progress in students' learning by creating rich and effective educational experiences. Middle childhood generalists contemplate methods to improve upon their successes, continually considering how additional resources, knowledge, or support could further enhance each student's learning experience and each lesson's usefulness. They reflect with purpose to determine the effectiveness of their instructional decision making and to identify steps they might take to maintain success and promote their students' development. Through reflection, teachers identify, analyze, and evaluate decisions they make about learning experiences. Accomplished teachers know that their actions, whether implicit or explicit, influence their students' classroom experiences and ability to learn.

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

<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD III: Promoting Skills-Based Learning STANDARD IV: Curricular Choices STANDARD V: Instructional Approaches STANDARD VI: High Expectations for Students</p>	
<p>OVERVIEW: Accomplished teachers of health education recognize and accept their responsibility to play a crucial role in fostering lifetime healthy behaviors. They understand that health education is a means by which they empower young people to make appropriate choices in order to achieve and maintain healthy lifestyles and to function successfully in the world. The success of accomplished health educators is measured by their students’ having the skills, knowledge, and motivation to practice health-enhancing behaviors throughout their lives and to advocate for healthy decision making by others. Health education is therefore student centered and addresses the whole person. With the goal of fostering autonomous health literacy, health education teachers facilitate students’ becoming independent, lifelong learners and responsible citizens. <i>From Introduction, p. 13</i></p> <p>The way teachers make decisions and implement their curriculum in a flexible, appropriate, and creative manner provides the most visible and the most important demonstration of excellence in teaching. The next four standards describe the ways health education teachers advance student knowledge and understanding in all aspects of the health curriculum and the important goals and purposes that guide teachers in their planning and instructional decision making. <i>From Advancing Student Learning, p. 28</i></p>	
<p>Standard III: Promoting Skills-Based Learning</p> <p>Accomplished teachers of health education recognize that to foster healthy behavior in their students they need to go beyond the teaching of knowledge and deliver health content through skills-based education. In addition to factual information, lessons focus on critical skills so that students learn how to recognize, practice, adopt, and maintain healthy behaviors. Such skills-based teaching, with an emphasis on personal and social skills development, enables students to become lifelong advocates for personal, family, and community health. Because teachers understand the effectiveness of skills-based curricula in influencing students’ health attitudes and practices, they provide students with opportunities to model, practice, and reinforce relevant skills so that students can apply those skills in real-life situations.</p>	

When using a skills-based approach, accomplished teachers help students comprehend that the foundation of good health rests on healthy choices and behaviors. Teachers emphasize that students have the power of choice and therefore the responsibility for their own health. This affirmation of self-efficacy inspires students to assess themselves in terms of their own values, attitudes, and actions, and it motivates them to develop and apply strategies and skills to attain health goals.

In their skills-based instruction, accomplished health educators demonstrate how interpersonal-communication, goal-setting, decision-making, and problem-solving skills augment health literacy and foster healthy behaviors. They communicate to students the benefits of activities that further a healthy lifestyle and enhance health, and they teach strategies to resolve conflicts and manage stress, such as practicing relaxation techniques. They teach students healthy ways of expressing needs, wants, and feelings and of communicating care, consideration, and respect for themselves and others. They instruct students in effective ways to influence and support others in making positive health choices. They seek new and effective methods of teaching refusal, resistance, assertiveness, negotiation, and collaboration techniques so that students can reduce and avoid potentially harmful situations.

Teachers implement strategies to teach students how to analyze the ways various factors, such as peers, cultural beliefs, the media, and technology, influence health. Teachers recognize that students will make health-related decisions throughout their lives in an environment that often overwhelms them with incomplete and inaccurate health information. To make informed choices as advocates for their own health and for healthy decisions by others, students must be able to identify credible information sources. In skills-based instruction, teachers foster students' abilities to identify, access, and evaluate health information and health-promoting products and services. Teachers might, for example, ask students to research the validity of promises made by weight-loss programs or investigate the pros and cons of organic and nonorganic food products. Knowing that the appropriate use of technology is important to ensuring lifelong health literacy, teachers provide opportunities for students to use technology to gather current and accurate information.

Health education teachers understand that skills-based learning broadens health education beyond cognitive-based approaches. Skills-based instruction is student centered and interactive, providing ample time for students to develop, practice, and personalize skill-building activities; students therefore become experienced in positive health-related behaviors. Teachers know that an effective skills-based health education program is sequential, and they work to make sure that skills introduced early are practiced and reinforced over time as students mature.

Standard IV: Curricular Choices

The curricular choices of accomplished health education teachers incorporate knowledge and skills that advance health literacy in a planned, sequential, developmentally appropriate, and comprehensive school health education program.

Teachers make curricular choices based on their familiarity with curriculum models and theories relevant to the field; sound objectives; recent and pertinent research; the assessed needs of students, teachers, and the community; and the best practices of accomplished professionals in order to meet the needs and interests of a wide diversity of learners. Teachers recognize the complexities of health education as a subject area and design a curriculum that provides a framework for instruction and assessment. A sound curriculum combines health content and skills that enable teachers to help students reflect on their own health habits and apply their knowledge of the subject to healthy lifestyle behaviors. Health educators link their curricular choices with applicable local, state, and national standards for health education, and they ensure that the curriculum is in compliance with state and local laws and regulations.

Accomplished health education teachers realize that instruction must occur within a well-articulated, continuous sequence of curriculum that spans all education levels, from preschool to graduate study and beyond. Teachers recognize that the goal of developing health-literate individuals begins very early and progresses logically from mastery of basic knowledge and skills to application in authentic situations. Because of the progressive nature of skills-based teaching, teachers know and take into consideration student learning in health education at all grade levels when making curricular decisions. They therefore work to establish and maintain a developmentally and age-appropriate health education curriculum that builds from one level to the next in an uninterrupted sequence. Furthermore, accomplished teachers may expand curricular choices to implement advances provided by emerging technologies and to reflect community interests, needs, and resources.

Health educators see themselves as part of a learning community when making curricular choices. They collaborate with health educators at various levels and with other members of health education curriculum committees and other school staff. Teachers who have limited opportunities to determine health education curricula advocate for purposeful curricular choices.

Standard V: Instructional Approaches

Accomplished health education teachers combine their enthusiasm for and knowledge of their field with their knowledge of students; consequently, their students are constructively engaged in the pursuit of health literacy and demonstrate their spirited involvement in and appreciation for learning about health-related issues. Such teachers convey a sense of knowledge, preparation, care, and direction that combine to keep students engaged in productive activities.

Establishing a Productive Learning Environment

Health education teachers establish a productive and enriching learning environment and maintain it through a well-developed repertoire of strategies, skills, and procedures that allows their classrooms to function smoothly. The supportive,

congenial, and purposeful learning environments that are characteristic of classrooms of accomplished health educators contribute to active learning and expose students to a variety of intellectual challenges in which students explore health literacy.

Teachers recognize that experiences in health education class can have lasting effects that shape students' attitudes toward themselves and future health-related decisions and actions. Accomplished health educators affirm their interest in students' success by offering them opportunities to ponder issues and express ideas and opinions on subjects that may not be available in other academic areas but that are exceptionally relevant to them. Knowing that the quality of interactions within the classroom is a significant aspect of creating productive learning environments and acquiring health literacy skills, teachers welcome the open expression of ideas and encourage the search for greater understanding and knowledge. Teachers therefore establish an atmosphere in which students feel welcomed, valued, and respected.

Teachers communicate enthusiasm for their field in a positive, caring manner that recognizes, respects, and appreciates the abilities and knowledge of each student. Effective health education classrooms are lively places where students are actively engaged in learning. Teachers use strategies, materials, and opportunities to maintain this enthusiasm. Understanding their role as facilitators of learning, teachers look for ways to validate student learning and knowledge. Acknowledging the value of positive, personal responses to students' efforts, they know how and when to encourage students, when to challenge them, when to push them forward, or when to redirect them. Teachers also know that new learning experiences elicit excitement and interest, build students' self-confidence, and lead to both immediate and lifelong participation in healthy lifestyles. Health education teachers thus demonstrate their belief in the importance of the subject and make it possible for every student to succeed.

Providing Multiple Paths to Learning

Health education teachers use their deep understanding of the field to make the subject matter meaningful to students. Teachers understand techniques for generating students' interest in the tasks at hand. They have a rich repertoire of strategies to engage students productively in learning. Accomplished teaching includes purposeful planning; health educators know and can articulate the reasons for structuring lessons the way they do.

Individual student differences that mark all classrooms require teachers to employ multiple means to engage students in learning. The understanding that teachers have of students' individual differences and learning styles leads them to design several avenues to approach key issues that serve the well-being of the class as a whole while acknowledging the individuality of its members. For example, teachers may use direct instruction to reinforce skills-based learning; they may facilitate access to the Internet to develop students' global perspectives; and they may draw on a variety of metaphors, analogies, illustrations, and problems to extend students' thinking and to

develop students' capacity to reason incisively. Because health education is not a passive process, teachers engage students in activities that are student centered and student directed. In the classrooms of accomplished teachers, students are often engaged in interactive tasks and cooperative learning experiences such as student-to-student or small-group activities in which students communicate with one another and to other audiences, including their families and communities.

Teachers know how to use and build on a prescribed curriculum, but they are not limited by it. Instead, students' needs dictate how they investigate topics and issues that stretch their horizons and ultimately enrich their understanding. Teachers might focus learning tasks on particular issues experienced by schools or communities. For example, in a school where a death has occurred, the health education teacher might incorporate lessons on grief management. Students could write poems expressing their feelings about death and loss; they could use the Internet to research grieving rituals in different cultures; in groups, they might identify where they could go and with whom they could talk to help them deal with their grief. Whatever the topic, teachers have a wide repertoire of strategies, tasks, demonstrations, and activities from which to draw.

Creating Instructional Tasks That Motivate Students

With the knowledge that health education cannot occur in isolation from other academic subjects or from real-life experiences, teachers help students discover and explore connections to their own lives and to other academic disciplines; teachers thus place health education within a larger context that is meaningful to their students.

In making instructional decisions, health education teachers choose compelling topics and materials that make the best use of instructional time. Teachers know that personalizing health education will engage students, because most students talk readily about themselves and their experiences. Teachers therefore provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development and ability. They select topics that have special resonance for young people, such as their curiosity about and fascination with their own growth and development.

To make the point that health literacy is a continuous process that contributes to life-long wellness, accomplished health education shifts the focus of learning from classroom activities to the broader experiences of students. Whenever possible, teachers draw from across the curriculum, incorporating concepts from science, technology, literature, physical education, social studies, languages, mathematics, and the arts to enrich students' health knowledge. Accomplished teachers are aware of and stay current on the concepts of other academic courses undertaken by their students; they can then choose materials and employ instructional strategies that relate health concepts to these curricula. Teachers may develop, in cooperation with colleagues from other academic disciplines, a repertoire of interdisciplinary units that

link common concepts and themes. Such learning enables students to link health literacy to a realm of education opportunities and to their lives beyond the classroom. Through such learning, students can understand that many health-related topics are actually important societal issues that are rarely confined to traditional disciplinary boundaries. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Using Diverse Resources

Accomplished health education teachers view resources as tools to support student learning. They seek and evaluate an array of resources and materials to meet the instructional needs of all their students. Teachers introduce varied tasks that require students to use critical-thinking skills, make healthy decisions, formulate healthy problem-solving techniques, and reflect frequently on their work and their experiences. Appropriate instructional resources provide all students, including students with Individual Education Plans (IEPs) and students for whom English is a new language, with opportunities for participation, recognition, and achievement. In a classroom dedicated to teaching health literacy, appropriate props, posters, photographs, and visuals—including some created by students—pique students' interest and foster their active involvement. Teachers constantly seek opportunities to expand their base of instructional materials by drawing on theory, research, and best practices.

The content knowledge of accomplished health educators includes current and emerging media and technologies that offer students opportunities to explore important ideas, concepts, and theories. Teachers are familiar with how such resources assist in research, planning, instruction, and assessment. They can assess and evaluate the most current and accurate health information available. Accomplished teachers are innovative in their use of media to present information and facilitate discussion, and they know how to use relevant media and technology resources in their teaching practice. Teachers may, for example, select interactive computer resources that enable students to practice decision-making skills. Or, teachers might refer students to virtual reality Web sites designed to study body systems and trace disease progression. Through the use of these resources students can participate in wide-ranging, up-to-the-minute health assessments, such as compiling the latest statistics of risks for disease. A physical fitness assessment might incorporate heartrate monitors to measure working and at-rest heart rates in relation to personal physical activity. Students could monitor and chart their blood pressure and other vital functions and could analyze such functions within the context of their dietary plans and their participation in physical activities. Technological resources help make health education a vital, exciting endeavor as students interact with health resources and learn about contemporary and international health-related issues.

Using Time Efficiently and Adjusting As Circumstances Dictate

Accomplished health educators effectively manage instructional time, establishing

orderly and workable learning routines that maximize student time on task. Doing so provides students with clear expectations and enables them to participate with confidence.

Health educators recognize teachable moments as they arise and take advantage of such opportunities to enhance instruction. They also shift their focus when unforeseen difficulties occur or when classroom discussions suggest enriching paths. The ability to vary their approach to major topics, themes, and skills allows teachers to change the focus of discussion in response to student performance. The ability to make timely adjustments when such changes are desirable and necessary marks accomplished practice.

Accomplished health education teachers recognize the need to make the time to address controversial, health-related topics while preserving the dignity and self-respect of all students and operating within state and local guidelines. Teachers anticipate and are sensitive to the misconceptions and conflicting ideas and opinions that lead to student confusion. Teachers know that such discussions help students view issues from multiple perspectives, which fosters their ability to analyze the complexities of health-related issues.

Standard VI: High Expectations for Students

Accomplished teachers of health education bring to their practice a vision of excellence and the methods to achieve it. Health educators hold high expectations for all students and help them set measurable goals to meet those expectations. Teachers engage students in activities that promote healthy lifestyles and instill intrinsic values of lifelong healthy behaviors.

Establishing a Setting Conducive to Optimal Learning

Accomplished health educators establish stimulating and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Aware that classroom experiences create a foundation from which later health attitudes arise, teachers provide numerous opportunities for genuine achievement that motivate students to strive to do their best and inspire them to extend participatory habits outside the health education classroom. Teachers design activities and pose questions that require students to discuss issues from a variety of perspectives. As they interpret and assess student responses, teachers offer students opportunities to shape independent studies in which they explore their own questions and interests. These efforts foster student engagement and self-confidence and communicate a vision for success that students might not have for themselves.

Building Students' Capacity to Apply Knowledge and Act Independently As Health-Literate Individuals

Health educators provide students with opportunities that encourage critical thinking

and problem solving. Combining these skills with a variety of credible sources allows students to address health issues at many levels, from personal to global. Teachers pose real-world situations that allow students to synthesize knowledge and analyze possible solutions. Referring to a local health concern, such as secondhand smoke, for instance, teachers might challenge students to research and propose options to lessen the associated health threats. They ask students to reflect on prior knowledge and experiences and to articulate their reactions to health-related concerns. Teachers hold students to high standards, assist in personal investigations, and promote intellectual mastery of the material. Teachers direct all students toward the next level of achievement and empower them to become involved in setting high and realistic goals relating to their own health.

Accomplished health education teachers provide frequent opportunities for students to engage actively in practices that initiate individual learning, to analyze what they learn, and to take responsibility for their own decisions. For example, teachers with students who are beginning to drive could require students to respond to decision-making scenarios depicting a variety of traffic situations.

To build student understanding, teachers guide learning in promising directions, employing feedback to help students use their prior knowledge to pose, explore, and solve new problems. Accomplished health educators promote health-related behaviors beyond classroom experiences. Students could be asked to evaluate the validity of the advertising claims of certain products or to investigate the effects of age-group targeting in advertisements. Through role-playing, teachers could review strategies for dealing with bullies and helping their victims. Involving students imaginatively in child-care scenarios might challenge them to confront realistic problems associated with the care and cost of an infant. Teachers could foster students' health awareness at home by monitoring activities that involve families in students' individual health regimens. Teachers encourage students to challenge assumptions, weigh risks, share insights, and persist in their explorations of new material.

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

<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>Instructional Practice is included throughout the Library Media Standards. Sections from the following standards are included: STANDARD II: Teaching and Learning (entire Standard) STANDARD V: Administration STANDARD VIII: Ethics (entire Standard)</p>	
<p>OVERVIEW: Accomplished library media specialists understand and apply principles and practices of effective teaching in support of student learning. (Standard II)</p>	
<p>Standard II: Teaching and Learning</p> <p>Teaching involves designing and developing effective instruction, creating active and positive learning environments, developing effective learning strategies, and strengthening and supporting the school curriculum, all of which results in student learning. Accomplished library media specialists are instructional leaders who demonstrate subject-matter knowledge. Accomplished library media specialists effectively apply instructional principles and practices established by research and theory to create meaningful learning opportunities for students.</p> <p>Applying Learning Theory</p> <p>With a knowledge base in learning and information-seeking theories and with knowledge of a school’s full curriculum, accomplished library media specialists co-plan, co-teach, and co-assess with teachers to create a wide range of learning opportunities. (See Standard III—Knowledge of Library and Information Studies.) Specialists teach all members of the learning community² to gain access to and use resources that will improve instruction and foster learning. Such professional collaboration places accomplished library media specialists at the center of collegial efforts to meet the diverse needs of all learners at every level.</p> <p>Accomplished library media specialists apply learning theories and best practices to design instructional opportunities for the full range of students. Specialists’ plans and lessons address differentiated and appropriate levels of scaffolding to increase or extend every student’s knowledge base. For example, accomplished specialists may</p>	

² All references to the learning community in this document refer to students, teachers, staff administrators, families, area residents, and other stakeholders, as appropriate.

purchase a core collection of board books and oversized big books for pre-kindergarten circulation and lessons. Specialists may use their knowledge of learners with autism spectrum disorders to design specific strategies that allow these learners to participate more fully. Specialists may also use their knowledge of best practices to enrich learning opportunities for English language learners by providing them with audio versions of materials in English or texts translated into primary languages for assigned or recreational reading.

Designing and Developing Instruction

Accomplished library media specialists' knowledge of design, development, assessment, resources, and information access enables them to collaborate effectively as instructional partners with teachers. Specialists create and administer programs that improve the learning environment, address higher-level thinking, deepen students' subject-matter knowledge, and enhance learners' abilities to access and understand information.

Accomplished library media specialists co-teach in a number of subject areas. They provide instruction in critical thinking, information seeking and use, and emerging technologies for learners with diverse needs. (See Standard VI— Integration of Technologies.) Specialists provide opportunities for students to become independent lifelong learners and to engage in self-assessment. For example, after students complete research projects, the library media specialist provides them with self-reflective questions so they become skilled in using meta-cognitive strategies. Specialists are adept at employing effective teaching methods and strategies to engage students. For instance, in collaboration with teachers who wish to conduct virtual field trips to art museums, accomplished library media specialists would select appropriate Web sites and co-design strategies to enrich this learning opportunity.

Specialists provide purposeful and focused explanations and demonstrations and work with teachers to evaluate student performance. In a group project for upper level elementary students to create a digital resource on the fall of the Berlin Wall, a history teacher might evaluate students' final products, while the library media specialist might evaluate their research process, the quality of their references, and their use of technology in creating the product. Specialists recognize and take advantage of teachable moments. Accomplished library media specialists inspire students and teachers to approach assignments from unique perspectives by using creative channels and advanced information skills.

Creating an Active and Positive Learning Environment

Accomplished library media specialists are aware that the physical environment of the library media center affects the learning process. Specialists use the physical setting of the media center as an effective instructional tool to encourage recreational reading and lifelong learning. They create an open, friendly, and pleasant environment that attracts students and teachers. Specialists establish a task-oriented environment that

accommodates a variety of concurrent activities in which learners may function at their highest levels.

Accomplished library media specialists recognize that an active and positive learning environment extends beyond physical space. Specialists maintain an inviting and innovative virtual presence for the library media program that supports and involves learners in both their educational and personal development. Specialists are committed to creating a resource-rich virtual environment in which all stakeholders of the school and the library media program are welcome to participate in activities that enrich the greater learning community. For example, the library media specialist may create spaces on the school's Web site for all members of the learning community to discuss an academic project or to contribute suggestions for new resources for the library's collection.

Accomplished library media specialists anticipate changes to the learning environment and advocate for policies based on the latest research and best practices to accommodate these changes. For example, they may incorporate high school students' interests in using personal digital devices in school by incorporating them into the learning process.

Accomplished library media specialists effectively employ a number of grouping strategies to optimize students' learning outcomes in the library media center. Depending on the specific instructional purpose, specialists are equally comfortable with whole-class, small-group, or one-on-one approaches. Specialists, often in collaboration with teachers, recognize that effective grouping strategies enhance social interaction among learners; respect developmental levels including those of learners with exceptionalities; facilitate maximum participation; establish a culture of trust, responsibility, and mutual respect; and create teachable moments. Specialists choose grouping activities that promote cooperation and present opportunities for individual and group inquiry. For example, specialists may create groups and modify instruction based on the availability of technological resources when there is a lack of access to technologies for every student.

Strengthening and Supporting Curricula

Accomplished library media specialists are valuable team members in curricular efforts at local, state, and national levels. Specialists respond positively to local and state curricula changes designed to improve student learning and to meet the greater community's high expectations. Specialists participate in committees or seek information outside their school to obtain insight into curricular needs and goals and to facilitate decision-making in their own schools and programs.

Accomplished library media specialists in collaboration with content teachers infuse advanced information skills, gleaned from a variety of state and national guidelines, into the school curriculum. This process of synchronization results in collaborative teaching, in which the whole is greater than the sum of the parts.

Accomplished library media specialists possess broad and comprehensive knowledge of the curriculum. As instructional leaders, specialists coordinate interdisciplinary projects by bringing together teachers to develop and implement units of study collaboratively. For example, an accomplished specialist aware of parallel units on famous painters of the Renaissance in both art and social studies will partner with these subject-area teachers to develop a project that incorporates the expertise of all those involved. This cross-curricular, collaborative work results in rich learning opportunities for students.

Accomplished library media specialists assist teachers in creating frameworks for research, allowing students to generate innovative projects that involve a wealth of information resources. For example, to expand and deepen students' understanding of Native American culture, specialists may work with them to incorporate materials from primary source databases—including photographs, videos, or audio materials—to create a documentary.

Reflection

Accomplished library media specialists reflect on the processes and products of teaching and learning. Specialists purposefully use learning theories to guide their practices and reflect on how these practices can be best applied to various learning environments and for learners with diverse needs. Specialists realize that teaching and learning are cyclical processes that must be continually evaluated and refined, and they include others in these processes to ensure successful effects on learning. Library media specialists compare their own practices with the best in the field and make adjustments to meet the needs of the learners they serve. Accomplished specialists make conscientious short- and long-term plans to acquire new knowledge and to improve their programs and practice through professional development opportunities.

From Standard V: Administration

Administration of the library media program involves planning, implementing, managing, and evaluating the library media program to ensure that students, faculty members, administrators, and other staff members use ideas and information effectively. Accomplished library media specialists recognize that this administrative role makes them unique. Specialists must balance their instructional role, information specialist role, and administrative role in a fluid environment that is flexible, adaptive, and interactive. Library media specialists understand that to be successful, they must be effective managers of the facility, collection, program, and library support staff. Administrative tasks are often behind-the-scenes functions of the library media program, but these functions are critical to the development of effective programs. Accomplished library media specialists are able to demonstrate and articulate the value of these tasks to various stakeholders.

Planning the Library Media Program

Accomplished library media specialists work closely and regularly with their learning communities to develop vision and mission statements and establish goals, objectives, policies, and procedures for the library media program that align with school, district, state, and national standards. Specialists ensure that these statements continue to evolve systematically in response to data and experience. As knowledgeable leaders, library media specialists participate in curriculum, planning, and departmental committees. Through consistent interaction with their school communities, specialists select appropriate materials and resources based on curricular needs and consider this information when developing immediate and long-range plans.

Accomplished library media specialists create strategic plans that fulfill the vision and mission of each program and that reflect school and district goals. Specialists ensure that all policies and procedures are based on the core values of librarianship, and they use self reflection, stakeholder input, and data to create a vital, continually-evolving program. For example, in response to data showing a decline in writing skills, the specialist might arrange for a writer-in-residence program. The writer's program would expose pre-kindergarten students to the parts of a story and, for older students, the program would provide small group workshops on writing.

Accomplished library media specialists create budgets, provide related rationales, and assign priorities using data-based evidence from their strategic planning. They secure funds to support priorities and make steady progress to attain the library media program's mission, goals, and objectives. Specialists explore a range of sources to supplement library media budgets through grants, fundraising, in-kind donations, and other funding. By evaluating and assessing their resources, accomplished library media specialists anticipate future resources and technology needs and plan and budget accordingly. The goal of budget planning is to develop programs to improve teaching and to strengthen student learning.

Implementing the Library Media Program

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

for teachers to learn how to use library resources, and they offer strategies for curriculum planning and classroom instruction. Specialists also involve families and other community members when developing library media programs.

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

Accomplished library media specialists expand their reach through a variety of programs. For example, specialists may provide opportunities for families to learn about literacy programs and strategies, effective use of information and resources, and the services of the library media program by offering online or after-hours activities. Specialists organize events such as reading initiatives and other efforts to promote library media services. These events may occur in conjunction with community-based and national programs, such as National Library Week. Through their coordination with other staff members, library media specialists, for instance, may plan a school literacy night during which authors, families, and other members of the greater community are invited to read or participate in storytelling. Pre-kindergarten students may participate by acting out stories while secondary students may perform dramatic readings. All this might be captured in digital format and shared on the school Web site.

Managing the Library Media Program

Accomplished library media specialists demonstrate effective management skills by promoting policies and procedures, based on the core values of librarianship, to guide the operations of the program. Specialists defend intellectual freedom, ethical use of information, copyright and fair use laws, and equitable access to all information. They advocate for flexible scheduling and open access to resources and information to meet students' learning needs as they arise. Specialists work with a range of individuals to secure and organize resources and equipment for the most efficient operations possible.

Using input solicited from the learning community, accomplished library media specialists oversee and enhance programs that include effective collection development, instruction, and evaluation. Specialists communicate program accomplishments and needs through systematic reports to administrators, teachers, and other stakeholders. For example, library media specialists might provide regular communications about successes, challenges, ongoing events, usage, circulation, new acquisitions, technology updates, literature reviews, or current educational trends.

Following best library practices, accomplished library media specialists manage collections through a continual process of review. They assess strengths of current collections and develop and maintain resources appropriate for the specific needs of their learning communities. These collections may include digital resources and online networks that disseminate information to learning communities. Library media specialists ensure that collections serve the needs of diverse cultures and reflect the principles of intellectual freedom.

Accomplished library media specialists create inviting environments conducive to learning. Specialists recruit, select, and train library media support staff as well as student, family, and community volunteers. An accomplished specialist is skilled at directing the activities of support staff and volunteers to allow the specialist to focus attention and time on instruction and leadership. Specialists may recommend, select, or purchase library media center furniture and equipment that incorporate both ergonomic and assistive technologies. Following recommendations of the Americans with Disabilities Act and local policies, specialists ensure that programs, resources, and facilities are appropriate for learners with diverse needs.

Reflection

Accomplished library media specialists continuously engage in reflective practices to strengthen their administrative skills. Specialists assess the administrative effectiveness of school library programs by focusing on systematically collected data to illustrate strengths and improve upon weaknesses. Specialists also assess the policies and procedures that guide the instructional delivery of school library programs to evaluate their effectiveness. Accomplished library media specialists use research and use stakeholder feedback to meet the needs of all learners.

Standard VIII: Ethics

Ethics in the field of library media is a set of principles that governs the use, selection, organization, dissemination, and preservation of information in all formats; the appropriate uses of technologies; and responsible information and pedagogical behavior in the learning community. These principles include freedom of access to information; respect for intellectual property, privacy and confidentiality; and equity of access and equitable treatment of students. (See Standard VII—Access, Equity, and Diversity.) Details of these principles can be found in published documents and policies of the profession.

Accomplished library media specialists uphold and promote professional ethics in their learning communities in various ways. Through their instruction and by modeling appropriate actions, specialists educate the entire learning community in the ethical use of information in instruction, the ethical use of resources, ethical digital citizenship, and respect for the creative rights of authors as well as learners' own rights as authors and creators of content. Specialists maintain fair and equitable learning environments.

Accomplished library media specialists know and are familiar with U.S. and international laws that govern information retrieval and use, which enable them to instruct their learning communities in the essential components of information ethics. Specialists teach their students to be responsible for the work they do and to be ethical in their use of information and their creation of products.

Practicing Professional Ethics

Accomplished library media specialists understand and uphold current laws and regulations governing copyright, intellectual property, and fair use. At the same time, they demonstrate their commitment to the principles of the profession regarding confidentiality and intellectual freedom. Through collaboration with members of the learning community, they develop school policies in accordance with professional guidelines and relevant laws and legislation. They ensure that selection and reconsideration policies are in place and followed in the event of materials challenges.

By fulfilling their role as teachers and leaders, accomplished library media specialists model ethical and responsible behavior regarding use of information. They recognize that advances in technology rapidly affect and modify how information and media can be accessed and used. Specialists continually update their knowledge of copyright regulations and fair use guidelines, and they model the application of these rules. For example, specialists use copyrighted music and images appropriately in their own presentations.

Accomplished library media specialists know it is their ethical responsibility to protect the privacy of students as it pertains to library records. Within the boundaries of laws and policies, they respect learners' rights to seek information and do not reveal to others materials that are borrowed, consulted, or transmitted. They understand student privacy is fundamental to intellectual freedom because it creates an environment in which students are free to fulfill their information needs without fear of being questioned or judged. Knowing the importance of student privacy, the accomplished library media specialist educates library support staff, as well as volunteers and student assistants, about these essential privacy rights and issues. For example, specialists may request that volunteers or student assistants sign a confidentiality agreement.

Teaching Ethical Information Behavior

Accomplished library media specialists demonstrate and communicate to learners key concepts of intellectual property rights, including copyright and fair use. They instill in learners a respect for their own and others' intellectual property. For example, specialists help students understand that once they have created projects, these projects are their own intellectual property, and that all students' property should be respected and protected by established copyright laws and guidelines. Library media specialists guide learners in obtaining and citing sources of their work properly. For example, an accomplished library media specialist will guide a student to retrieve a digital photograph from the public domain appropriately and to cite the source of the photograph correctly. Specialists are attuned to developments in digital information access that might facilitate plagiarism, install measures to counteract it, and educate teachers in its use. For example, library media specialists may collaborate with teachers to develop plagiarism-alert checklists that students can use to self-assess their work. These checklists can also be shared with families.

Accomplished library media specialists understand and educate the learning community about public performance rights and licensing. For instance, specialists may assist a teacher in obtaining permission to use a specific piece of music or commercial video for a school-wide performance. Specialists also demonstrate how to retrieve licensed information ethically using various technologies. For example, accomplished specialists assist colleagues and students in legally downloading audiobooks or other media files.

Teaching Digital Citizenship

Accomplished library media specialists are aware of the latest research and developments in the popular news media concerning safety in the digital age. To ensure learners' personal safety and privacy, specialists educate them on the appropriate sharing of personal information through digital technologies. For example, specialists instruct learners in the steps necessary to create secure passwords to protect their personal information. Specialists facilitate formal and informal discussions; teach classes and workshops; and provide information for learners about digital etiquette, issues of digital identity, and the impact of their online actions on others. They may teach a lesson analyzing the possible ramifications of personal photographs posted on social networking sites or speak at a faculty meeting about updating the school's acceptable use policy to address cyberbullying.

Accomplished library media specialists conduct presentations for the greater community to advocate for safe behavior and the ethical use of technology. These presentations also make families and the greater community aware of issues, as well as benefits, associated with social media. Specialists demonstrate proper application of various types of social media in the school environment. They also explain digital etiquette and how it relates to student work and to the school's acceptable use policy.

<p>Reflection</p> <p>Accomplished library media specialists engage in reflective practice when encountering issues of professional ethics and conveying ethical behavior to others. Specialists reflect on new developments in information creation and use to evaluate their potential impact on the learning community. They use their insights to promote the ethical use of information throughout the learning community.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>Instructional Practice is included throughout the Literacy-Language Arts Standards. Sections from the following standards are included: STANDARD IV: Instruction (entire Standard) STANDARD VI: Reading STANDARD VII: Writing STANDARD VIII: Listening and Speaking STANDARD IX: Viewing and Visual Literacy STANDARD X: Literacy Across the Curriculum</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers employ rich instructional resources and provide instruction that is tailored to the unique needs of students in order to foster inquiry; facilitate learning; and build strategic, independent thinkers who understand the power of language. (Standard IV)</p>	
<p><i>Standard IV: Instruction</i></p> <p>Accomplished early and middle childhood literacy teachers are reflective as they plan, select resources, and teach. They set clear and appropriate goals, and they can articulate and justify their plans. They draw on knowledge of learners and professional expertise to design instruction that meets the needs of diverse students. Teachers deliberately locate, create, and align resources to help them meet their instructional goals. They create engaging, interactive, and differentiated opportunities for students to engage in reading, writing, speaking, listening, and viewing in meaningful ways. They are flexible and responsive as they modify their teaching during instruction to meet the needs of individual students. Teachers engage in a recursive cycle of planning, selecting resources, teaching, and then reflecting on the impact of their decisions to guide future instruction.</p> <p>Planning for Learning</p> <p>Accomplished teachers begin the planning process by engaging in reflection. They think about previous instruction and consider how previous decisions affected student learning. Teachers formulate purposeful, long-term, data-driven instructional goals that are based on local, state, and national standards and curricula. In addition to their long-range goals, teachers develop lesson plans containing short- and long-term objectives.</p> <p>All of an accomplished teacher’s instructional goals are influenced by research and theory. Teachers set goals based on what is developmentally and linguistically</p>	

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appropriate for their students and what is relevant to their students' lives. Teachers take into account their students' prior knowledge, skills and strategies, and their cultural and family backgrounds. Teachers use the results of ongoing formative and summative assessments when setting goals, and they consult with other educators.

Accomplished teachers know that in order to design effective instruction, they must systematically plan what will happen in each instructional unit and each lesson within a unit. Teachers make professional, informed choices regarding the depth and breadth of content, the sequence in which content is presented, and the pacing of instruction. They purposefully plan recursive units of study while incorporating well-researched, relevant, and effective resources.

Accomplished teachers deliberately plan to create opportunities for optimum levels and types of engagement among students and between students and their teacher. Teachers use data to plan for the most effective ways to group learners. Teachers plan for groups that are dynamic, fluid, and flexible; they create homogenous and heterogeneous groups as appropriate to the instructional task. For example, a sixth-grade teacher might allow students to choose their own small groups for literature circles during one part of the day and then assign pairs to work with the teacher on revising their writing samples during another part of the day.

Accomplished teachers are able to articulate the rationale of how the overall instructional plan will affect student learning. They can explain their planning to administrators, colleagues, families, and other stakeholders. This articulation builds awareness of the curriculum and fosters mutual understanding of student expectations. Additionally, this articulation creates a collaborative effort in which all parties can reinforce learning expectations and find unique ways to contribute to students' academic successes.

Selecting Resources

Accomplished teachers are familiar with a wide range of instructional resources that enrich and extend the literacy development of their students. These resources range from traditional print literature to innovative technology and media, community resources, and student-generated work. Literacy teachers are deliberate and reflective as they locate and select resources for teaching. Accomplished teachers critically evaluate professional resources and lesson plan ideas as they seek new resources for instruction, evaluating all potential resources in terms of their cultural relevancy and biases. They select curriculum resources based on previous experiences and their expectation that the materials will promote student literacy growth. They adapt and modify materials as needed. Teachers are also resourceful in obtaining and creating supplementary materials that support student learning in all content areas, such as primary documents, audio recordings of speeches, Web sites, and video clips. Accomplished teachers provide students with a variety of textual genres, traditions, cultures, styles, and perspectives representative of the breadth and depth of children's literature.

Accomplished teachers are adept at selecting texts which match varying instructional needs. Teachers have a rich knowledge of children’s literature, including print and non-print texts. Teachers select texts that encourage literacy development; represent diverse genres and a range of difficulty levels; exhibit high quality; extend conceptual knowledge of the world; and encourage engagement by students of varying backgrounds. For example, teachers in early grades might select picture books that repeat sounds to foster the development of phonemic awareness, whereas teachers in the upper grades might read aloud picture books that feature figurative language to serve as mentor texts for poetry writing.

Accomplished teachers select media and technology tools that enhance and extend their students’ opportunities to learn about and through language. Teachers recognize that they are responsible for selecting developmentally appropriate technology and media that match overarching curriculum goals and that are appealing and accessible to learners. For example, teachers might help students set up blogs in which they communicate with students from around the world as both groups read the same novel, or they might have English language learners employ email as an avenue for building language. Accomplished teachers are aware of assistive technologies that increase success for students with exceptionalities. They may obtain an adaptive mouse for a student to use with a computer, learn to program a voice simulator for a student who is without speech, or provide interactive software for a student with cognitive processing difficulties to help that student learn to read and write.

Accomplished teachers regard instructional time as an invaluable resource, and they maximize its use; their lessons are clear, purposeful, coherent, and well managed, with smooth transitions between one activity and the next. Teachers engage their students in predictable classroom routines; their students feel secure because they know what is expected of them. Accomplished teachers organize their instruction into large blocks that allow for in-depth literacy experiences. Teachers’ daily routines invite personal initiative, helping students create connections between subject areas and build on their previous learning.

Accomplished teachers know that students must be active participants in the learning process in order to construct new knowledge; therefore, they select resources and materials that encourage active engagement and social interaction. They recognize that many early and middle childhood students are kinesthetic learners, and so they provide students with concrete materials. For example, teachers may provide groups of younger students with puppets when they teach retelling. Teachers of older students might ask pairs of students to use comic strip software to storyboard as a part of prewriting a story.

Accomplished teachers know that the community is also an important resource when they are fashioning a relevant curriculum and implementing instruction. Teachers purposefully connect the classroom and the community. They may bring the

community to the classroom by means of guest speakers, volunteers, and storytellers. Speakers who represent the cultural diversity of the community can share their accomplishments and areas of expertise, providing strong role models for all students. Teachers also take the classroom into the community by means of field trips and projects that involve students in interviews, data gathering, service projects, and other interactions that demonstrate to students the many ways that language can bring about change in the world. Teachers foster school partnerships with local businesses and organizations, for example, in staging theatrical productions or publishing student-authored texts.

Accomplished teachers communicate with others in the literacy field—both locally and globally, face to face and online—to supplement and refine their repertoire of strategies and resources. Teachers work effectively with other practitioners, including other instructional specialists, to offer a coordinated program that gives all students access to a rich and stimulating curriculum. They might work collaboratively with the reading specialist or classroom teacher to develop a plan to provide needed instructional experiences for individuals or small groups of learners, thus facilitating continued literacy development. (See Standard XIII—Professional Responsibility.)

Accomplished teachers understand that some of the most effective instructional resources are those created by students themselves. Student history projects, multimedia presentations, dramas, science logs, original stories and poems, audiotapes of oral histories, and articles in class newspapers effectively promote language building because students learn through the process of creating them and, after their dissemination, through the responses of others to their work. Teachers promote the production of such materials by giving students appropriate materials and sufficient time. Teachers subsequently make student-produced texts of all kinds available for wider reading, listening, or viewing—both by individuals and in groups.

Teaching

Accomplished teachers know that literacy teaching is a dynamic, responsive process through which a teacher immerses students in the language arts. Teachers know that accomplished instruction involves a constant flow of communication, both to convey information and to invite students to respond with higher-level thinking.

Accomplished teachers think flexibly about elements of teaching, including resources, time, and student engagement that will connect literacy learning to real-world expectations. Literacy teachers use information from previous experiences, current research, and established instructional strategies as they modify instruction to meet the needs of their learners. Teachers are mindful that they must seek to make students independent in their use of literacy skills. To achieve that, teachers assess, instruct, provide resources, refine teaching, and differentiate in a cyclical fashion and with fluidity. They convey the importance of literacy skills to students in multiple ways in order to encourage active engagement. Teachers also continuously reflect—to plan thoughtfully, to be mindful of teachable moments, and to consider whether objectives and needs have been met.

Accomplished teachers understand that effective instruction engages students in critical intellectual processes. Teachers believe that inquiry—the process of seeking to know and understand through questioning—is a powerful route to understanding. They encourage students to actively use questioning to inquire about the world, clarify their thinking, and engage with stories and ideas. Teachers use effective questioning themselves. They craft questions to support students’ learning and to gauge students’ levels of engagement and understanding.

Accomplished teachers implement resources and materials flexibly and equitably. They support all students by creating instruction that invites active engagement. They provide ample opportunities for students of all ages to take part in social, dramatic, and intellectual play because of the way that play supports oral and written language development and conceptual learning. Literacy teachers at times use project-based learning to foster greater depth of knowledge and critical thinking. They may also use problem-based learning to ground instruction in real-world contexts.

Accomplished teachers use the results of ongoing assessments to refine their plans and differentiate instruction as needed. Accomplished teachers hold the same high expectations for all students’ literacy learning; however, they differentiate instruction by providing different resources, learning engagements, or levels of support in order to help all students meet those expectations. Teachers do this by providing whole group, small group, and individualized instruction in flexible and responsive ways. For example, during independent reading conferences, the teacher may observe that several students read self-selected texts accurately, but are unable to read aloud with fluency and expression. The teacher might group these students for guided fluency instruction, providing a text that is conducive to phrased, fluent reading, such as a poem or the lyrics to a song. Teachers may provide differentiation by varying the amount of time they allow students to complete assignments or providing students with choices in literacy engagements. When appropriate, teachers may vary the readability levels of instructional materials. For example, when a class is studying insects, the teacher might ask small groups to read passages at different readability levels and then discuss their learning or record important ideas on a chart with the whole group.

Accomplished teachers understand that instruction often involves an ongoing dialogue with students. Teachers know that dialogue builds a close relationship between the student and teacher, with both parties providing vital feedback on efficient and creative ways of using the instructional period. These creative collaborations foster increased independence in the learner. For example, teachers might think aloud to model their use of metacognition as they read and reread a difficult text. Afterward, they might ask students to talk with each other about how to apply the same rereading strategy. Finally, teachers would encourage students to reread whenever meaning breaks down during their own independent reading. This allows students to become aware of what they know, understand, can do, and can apply in new ways in the future.

As they implement instruction, accomplished teachers continuously engage in reflection, evaluating whether their instruction is achieving their goals. Accomplished teachers capitalize on teachable moments. During instruction, accomplished teachers understand that flexibility is crucial and that adjustments will become necessary as the teacher scaffolds student learning. Teachers make subtle and effective modifications in response to their observation of students' gestures, facial expressions, and comments as well as in response to what is happening in the classroom and in the world.

Accomplished teachers demonstrate a sense of passion and immediacy that communicates the importance of literacy. They understand that their own body language, tone, and pauses during speech affect student engagement and comprehension, and they skillfully adjust their modes of communication to optimize student learning.

Reflecting on Learning

Reflection is an integral part of all aspects of teaching but is critical to planning and implementing instruction. Accomplished teachers know that reflection is a recursive process that, ideally, occurs before, during, and after instruction; therefore, teachers purposefully schedule time within each day to engage in reflective thinking or writing. Accomplished teachers reflect on ongoing assessments, observations, and curricular expectations as they make or adjust instructional plans. They reflect during daily lessons, considering the level of student engagement or performance, and adjust instruction accordingly. They reflect on how lessons affect student learning and strive to improve future lessons, even when lessons go well. They reflect on their use of time, resources, and instructional strategies, always looking for effective ways to refine and improve their own practice. They seek student input on the effectiveness of their teaching and reflect on ways they might enhance future learning engagements. Recognizing the power of reflection, they purposely plan for opportunities for students to self-reflect as well. Accomplished early and middle childhood literacy teachers exemplify the reflective practitioner as they plan for and implement instruction that will have the greatest impact on the growth of all literacy learners.

From Standard VI: Reading Instruction

Accomplished teachers know that reading is a meaning-making process in which the ultimate goal is comprehension. Teachers provide students with a variety of strategies to use before, during, and after reading; they match these strategies to the challenges posed by texts and the needs of readers. Literacy teachers help students learn to use cueing systems flexibly and effectively in their reading. Teachers provide students with the varied experiences and sophisticated skills they need to develop the independent ability to use each system appropriately without an overreliance on any

one of them. Accomplished teachers expose students to new texts and to new concepts and promote enthusiasm for reading. They teach reading in engaging, meaningful, and authentic ways that support students' abilities to comprehend texts in sophisticated ways.

Accomplished teachers invite students to respond to texts in a variety of ways. In promoting serious interpretive dialogue about texts, these teachers are attentive listeners, and they are receptive to the various opinions put forward by their students. Teachers understand the social nature of reading and provide opportunities for students to share their reactions to reading specific materials. Literacy teachers encourage a range of interpretations, helping students recognize and respect the inherent value of differing responses to the same text. At the same time, teachers ask that students support their points of view with evidence gathered from a close reading of the text and other sources and that they use this evidence as a starting point to make judgments and inferences that further their understanding of texts and the world.

Accomplished teachers model and explicitly teach students to use metacognition to select and apply a variety of comprehension strategies to monitor their comprehension of texts, and to engage explicitly in strategies that support meaning-making when comprehension breaks down. For example, during a read-aloud, the teacher may demonstrate a think-aloud by pausing and saying, "I wonder if..." or make a connection using a phrase such as, "This makes me think about..."

Accomplished teachers model for students how to locate the most important ideas in a text and how to relate those ideas to concepts encountered in other texts and in real-world experiences. They teach students to draw on background knowledge as they read, to summarize arguments, and to preview important textual and visual cues in order to make reasonable predictions. For example, literacy teachers inform their students about text features such as headings, bullets, and bolded words which will help students organize their thinking and further comprehend what they are reading.

Accomplished teachers encourage students to think critically about texts. They model for students how to question the intent of the author as well as the impact of the text through the development of critical reading skills. Teachers ensure that students' skills as critical interpreters of texts are continually developed across all areas of the curriculum and in all instructional settings.

Accomplished teachers foster students' abilities to be flexible as they decode unfamiliar words so they can unlock the meaning of texts. Teachers purposefully plan word study, and they also capitalize on opportunities for word learning that arise spontaneously. Literacy teachers teach students effective strategies for developing their reading skills. For example, they know that by providing students ample time to write, students will approximate the spelling of words by applying their knowledge of phonics. Teachers work to develop students' phonemic awareness, understanding of

phonics, and understanding of the alphabetic principle. They teach these skills and processes in systematic, meaningful, motivating, and appropriate ways. Teachers may use songs, rhymes, or poetry with younger students to explore onsets and rimes, or they may engage older students in word sorts to explore spelling patterns or the meanings of prefixes.

Accomplished teachers support students' vocabulary acquisition, which in turn fosters reading comprehension. Teachers use an array of strategies to develop students' vocabulary. They introduce students to an abundance of new words through real conversations in authentic contexts as well as by reading aloud to students; engaging students in wide reading of diverse texts; and employing vivid, complex, and varied oral language experiences. Literacy teachers support students' acquisition of a variety of ways to learn new words such as using reference tools and using the context of the text to determine word meanings. They select appropriate vocabulary for explicit word study based on their assessments of students' word knowledge and the utility of words for supporting future oral and written communication. Accomplished teachers value the relationship between content vocabulary and conceptual knowledge in the content areas, and therefore, they develop students' discipline-specific vocabulary.

Accomplished teachers are aware that fluency affects comprehension, and they are careful to select accessible texts that are matched to students' instructional needs. Literacy teachers understand that fluency involves automaticity, prosody, and rate, and they are careful not to emphasize rate over comprehension. Teachers know that fluency is best taught by providing students with opportunities to engage in the reading of connected texts. For example, a teacher would allow a student with emerging language skills multiple opportunities to reread a familiar shared poem or short story.

Accomplished teachers understand the value of reading aloud to students, even when those students are sophisticated readers themselves. Teachers use reading aloud in the classroom to serve a number of purposes, including extending students' vocabulary; developing students' higher-level thinking skills; modeling well-phrased and fluent oral reading; introducing a new genre, author, writing style, or concept; and modeling comprehension strategies.

Accomplished teachers are aware of the advantages and limitations of various media and know how print and non-print media often combine to create powerful communication. They teach students how to critically interpret and assess messages conveyed in the texts they read. Teachers use various current and emerging technologies and are familiar with the common benefits and challenges of using these reading resources. They provide students with high-quality literature across the entire early and middle childhood curriculum. Literacy teachers keep the instructional focus on meaning-making while constantly integrating the development of the student's ability to read with the student's expanding understanding of the world.

Accomplished teachers recognize the powerful role that assessment plays in determining how to deliver appropriate reading instruction to all students. Teachers conduct formal and informal reading assessments on a regular basis and for a variety of purposes. Literacy teachers use assessment to gain a clear understanding of students' reading abilities, including assessing students' abilities to decode, their knowledge of vocabulary, their fluency, and their literal and inferential comprehension of texts. Teachers may also assess students' uses of strategies, their reading interests, and their ability to critique the texts they read. Accomplished teachers select reading assessment tools in a variety of formats, including a paper-and-pencil format if appropriate. In addition, teachers may also assess students' discussions of books in large and small groups; their online responses to what they have read; dramatic reenactments of literature; or responses to texts using other creative expressions, such as music, dance, or original works of art.

Accomplished teachers engage in assessment to monitor students' progress in reading and to revise instruction based on student growth or identified student need. They provide specific interventions for struggling readers. Teachers are skilled interpreters of assessment data who realize that it can be helpful to analyze assessment results in collaboration with others, including the students themselves as appropriate. Teachers also provide multiple opportunities for students to self-assess their progress in reading and interpreting texts.

Connections

Accomplished teachers know how to make connections between reading and the other language arts by integrating speaking, listening, writing, and viewing with reading instruction. They also foster critical reading of texts across the content areas by extending and enriching opportunities for students to read multiple genres across the curriculum.

Accomplished teachers understand the connection between oral language and reading comprehension in developing critical readers. Therefore, teachers foster substantive conversations about books and texts as a regular part of classroom life. In these conversations, the process of exploring ideas in a text is understood as a shared responsibility, one that literacy teachers and students undertake in a spirit of collaboration and mutual trust. For example, a teacher might encourage students to discuss a text with a peer and then complete the process again with another peer to compare and contrast multiple perspectives. (See Standard VIII—Listening and Speaking.)

Accomplished teachers understand the reciprocal relationship that exists between reading and writing. They understand that the act of reading texts supports students' growing writing abilities and that writing supports reading comprehension and furthers the development of reading skills. They teach students to "read like writers"—in other words, to analyze the way that texts are constructed in order to inform their own writing processes. (See Standard VII—Writing.)

Accomplished teachers recognize that in an information-rich society, developing viewing skills and visual literacy are essential to reading instruction. Realizing that the meaning of the term text has expanded to include both print and non-print versions, they purposefully select a variety of texts in order to help students develop the critical reading skills of analyzing and critiquing non-print texts. Literacy teachers often extend and enhance reading instruction by employing visual texts such as photographs, artwork, Web sites, graphics images, and video clips.

Accomplished teachers help students understand that similar skills are needed in order to read both print and non-print texts. For example, the teacher might teach a lesson on how to draw conclusions from a photograph as a way to scaffold student learning as they then draw conclusions from a printed text.

Accomplished teachers help their students comprehend, interpret, and critique a variety of meaningful texts across the entire early and middle childhood curriculum, including social studies, science, health, mathematics, the arts, and other subject areas, as well as through regular encounters with a variety of high-quality literature. Literacy teachers understand that students must apply discipline-specific skills and strategies in order to read content-area texts, and they explicitly teach the text features, structures, and unique reading processes in the disciplines, including teaching students to read a variety of both print and multimedia texts. Accomplished teachers help students make connections across texts and critique the authenticity and validity of the texts they read in the content areas. (See Standard X—Literacy Across the Curriculum.)

Accomplished early and middle childhood teachers know that the language arts are a complex, interwoven collection of tools through which students make meaning and communicate in their world, both personally and globally. Accomplished early and middle childhood literacy teachers deliberately and carefully balance reading experiences within the language arts and other content areas to help promote access for all students so that they grow into confident and successful global citizens.

From Standard VII: Writing Instruction

Accomplished teachers lead students to develop useful, practical, and developmentally appropriate approaches to writing. Literacy teachers take into consideration each learner's age, grade, developmental level, prior knowledge, and access to technology as they instruct students in the process and craft of writing. Teachers integrate the skills of writing with those of the other language arts—reading, listening, speaking, and viewing. Additionally, accomplished teachers integrate writing across the curriculum and understand the correlation between writing and the learning environment. They guide student writing across many genres and purposes.

Accomplished teachers teach students the process of writing. They show students a variety of strategies for planning and generating ideas. They help students draft writing and demonstrate how students can use their knowledge of the qualities of good writing to guide revision. Literacy teachers teach students to use knowledge of grammar and mechanics to edit their writing, and they create meaningful opportunities for students to share writing with multiple audiences. When giving feedback to students, accomplished teachers focus on responding to the ideas and organization of students' writing, while helping them maintain the use of conventions.

Accomplished teachers clearly demonstrate that writing proficiency occurs along a continuum rather than consisting of a set of discrete skills. They use oral language as a foundation in developing the skill of writing. Literacy teachers integrate talk throughout writing instruction, including allowing students to converse about ideas before writing, to discuss writing during the revision stage, and to share and provide feedback on one another's final drafts.

Accomplished teachers guide students to be fluid and flexible writers across many genres and forms, and they help students use writing to communicate effectively with others, both in and outside of school. Teachers help students to discover the wide array of purposes for writing, from reflecting and storytelling to informing and persuading. Accomplished teachers teach students various forms of functional writing, including writing for standardized tests, extended responses in content areas, and writing letters. They use quality children's literature or other mentor texts to model how writers can achieve each purpose effectively. Literacy teachers use many instructional strategies for helping students with writing, such as interactive writing, paired writing, and teacher modeling. At times, teachers deliberately think aloud while writing to demonstrate the metacognitive process of writing. They identify skills to be developed and link them to types of writing that can target these skills, while always focusing on students' engagement.

Accomplished teachers regularly provide explicit lessons on the craft of writing. For example, they might help students become aware of the power of using words with specific connotations to develop a character or convey mood in a piece of fiction, or they might show students how breaking a line in poetry can support meaning. Teachers might show students how to vary the lengths of sentences in order to create different moods, or they might show students how to create inviting leads. Accomplished literacy teachers explain the importance of figurative language and sensory imagery to convey meaning, heighten emotion, and engage the reader, and they encourage students to use language in interesting ways.

Accomplished teachers help students find audiences for what they have written. Teachers are aware of the need to foster a collaborative and supportive writing community where students feel safe sharing their work with multiple audiences. For example, they may have students take turns reading their favorite compositions to the class and answering questions about them. Literacy teachers may create

opportunities for students to publish a class newsletter or class book, in hard copy or online. Teachers may also help students develop face-to-face and online audiences outside the classroom and school community.

Accomplished teachers are familiar with a variety of tools used to assess the writing process and written products, including both the content of texts and the mechanics. Teachers know and use appropriate, varied, meaningful, differentiated, and authentic formative and summative assessments. Teachers can analyze assessment results and use the data to inform further instruction. Moreover, literacy teachers may use feedback strategies, such as writing conferences, written comments, and developmental descriptors, to help students hone their writing skills. Teachers also help students analyze and meet the expectations contained in published rubrics, including those that will be used to evaluate their writing on standardized tests. (See Standard V—Assessment.)

Accomplished teachers use the results of assessments to differentiate writing instruction for all students. Teachers use guided writing groups that are dynamic and fluid and based on student needs. Teachers know that when planning lessons, it is important to vary options related to the process and the products to meet the varied interests within the class. A literacy teacher might display visual images and artifacts to make a writing assignment more comprehensible or allow the final product to be a podcast, rap, song, video, or an electronic book. Accomplished teachers increase their students' writing skills by helping them set challenging yet attainable goals and by providing assistance in achieving those goals.

Accomplished teachers recognize that the students in their classroom may speak a variety of foreign languages or English dialects at home and bring varying levels of facility with oral and written English language skills to school. Literacy teachers adapt their instruction accordingly by providing consistent scaffolds such as brainstorming; writing students' ideas on chart paper; and providing students with thesauruses, bilingual dictionaries, child-friendly English dictionaries, and word walls. Accomplished teachers know that these or similar accommodations can be applied to all students.

Accomplished teachers provide timely and constructive responses that help students develop as writers. In reading a student-authored text, the teacher is careful to respect each student's individual voice and respond to what the student has to say, honoring the student's ownership of the text and viewpoint. Teachers interact with students to engage them actively with what they have written and to help them make informed decisions about revising and editing.

Accomplished teachers understand that students who are able to assess their own work will become more independent writers, both in and out of school; therefore, they guide their students in the techniques of self-assessment. Teachers acknowledge that student self-assessment relies on reflection throughout the writing process.

Accomplished literacy teachers model reflection and self-assessment strategies that help writers solve problems when they are writing. Teachers may ask students to create a rubric to use when critiquing their own texts. Accomplished teachers have students collect their writings over time in physical or digital portfolios and then guide students to review their portfolios periodically to reflect upon their progress and set future learning goals.

Accomplished teachers guide students to assess one another's work. Teachers show students that peer assessment should be a collaborative, formative process in which writers provide each other with constructive feedback so that they feel safe and nurtured. In the classrooms of accomplished teachers, the peer assessment process is collegial and collaborative, and the teacher ultimately remains responsible for providing summative assessments and scoring the writing.

Accomplished teachers deliberately use available technology in developmentally and instructionally appropriate ways to help students develop skill as writers and achieve curriculum goals when creating written projects. Teachers use technology to guide students to think about and practice writing as a recursive and interactive process. Accomplished literacy teachers understand the ways that technology is changing the way students conceptualize language and writing. They possess a repertoire of ways to engage students with a wide variety of media to promote writing in the classroom. These can include creating a digital book, responding to a blog, and responding to literature through social media. Teachers understand that emerging technologies can open up new publication possibilities in the classroom; teachers guide students to use a range of writing projects that may incorporate graphics and may be presented as brochures, multimedia presentations, Web pages, blogs, podcasts, digital stories, or in other formats.

Accomplished teachers introduce students to the physical aspects of writing both on paper and online. They engage their students in appropriate instruction in handwriting skills, including manuscript and cursive letter formation, and they provide support for students to practice writing legibly. Teachers also ensure that students become proficient in the use of computer hardware and software related to writing, acquiring keyboarding, navigational, and editing skills. Accomplished teachers provide opportunities for students to apply these physical aspects of writing by composing and revising a variety of authentic texts.

Accomplished teachers instruct students in the conventions of language. Teachers understand that students become more motivated to master conventions when they see how they can affect the clarity of a writer's message. Therefore, teachers use mentor texts and other examples of writing, including students' own texts when appropriate, to illustrate how important it is to employ correct grammar, punctuation, and spelling to communicate effectively. Accomplished literacy teachers help students understand that because written language can be revised and edited, most readers hold it to a strict standard of conventional accuracy. Teachers model for students how to use standard English and how to combine sentences without distorting their

meanings. Teachers help students write academically, following proper standards and formats for reports and essays as well as creating or filling out functional texts.

Accomplished teachers delight in the natural curiosity of children and in the original ways in which early and middle childhood students express themselves in writing. Teachers know that students develop best as writers when they are allowed to compose texts on subjects that are student-centered and relevant. Accordingly, literacy teachers regularly involve students in choosing their own topics and purposes for writing in addition to completing teacher-directed writing activities.

Connections

In their writing instruction, accomplished teachers make connections between writing and the other language arts, and they also teach students to use writing across the curriculum. Literacy teachers understand the reciprocal nature of reading and writing. They recognize that students must have multiple opportunities to read the genres and formats of texts they are expected to write; therefore, they use children's literature and other texts as prompts and models. As they share these texts, they guide students in analyzing the authors' craft and the conventions of the genres. Teachers engage students in author studies because they recognize that students learn a great deal from studying the craft of published writers. Teachers demonstrate the process of analyzing how authors have used word choice, imagery, and other elements of writing to convey their message. They may engage students in analyzing the conventions of various writing formats, such as examining the ways that authors of graphic novels use panels and gutters to convey a story or looking at how authors of patterned books use repetition. In addition to having students read other texts as models, literacy teachers engage students in reading throughout writing instruction. They engage students in rereading drafts of their own and their peers' writing and teach students that an important aspect of revising writing is the careful and thoughtful rereading of their own work.

Accomplished teachers integrate viewing and visual literacy with writing instruction. They may use visual images such as paintings or photographs to inspire writing. They also teach students the ways that visual images such as illustrations, graphs, and charts can help authors communicate their message. They show students how the visual aspects of the writing such as the size or shape of the font, the placement of elements on the page, or the spacing of words can affect the ideas the writing conveys. Literacy teachers help students understand and analyze the particular conventions of style and format that are employed in various media texts prior to composing them. For example, they may have students examine the ways that presentations can be enhanced by the way the author arranges words and images in their visuals, or they may ask students to examine the ways that colors and images on Web pages affect their impact.

Accomplished teachers provide students with meaningful opportunities to write across the curriculum. They understand that writing about learning depends on

understanding. They may ask students to engage in short, informal writing prior to learning to activate prior knowledge or to write as a quick assessment of students' understanding. Literacy teachers provide students frequent opportunities to write throughout content-area learning. For example, they may provide students opportunities to write summaries after reading primary sources in social studies, to keep journals in mathematics, or to record observations in learning logs in science. Teachers also engage students in the writing process as a part of content-area instruction and provide students with opportunities to compose formal written works. They create opportunities for students to conduct research, take notes, synthesize ideas, and use writing to communicate ideas in organized and effective ways. They teach students the conventions of particular genres and formats of writing found in the disciplines, from teaching how to write timelines and lab reports to helping students understand how historians use evidence to support an argument in an essay.

Accomplished early and middle childhood literacy teachers recognize the power of writing. They are able to use their students' worlds and words as springboards for meaningful writing activities. They create writing opportunities that demonstrate for students how writing can be an expressive, proactive tool for communicating with others and for engaging with the world around them.

From Standard VIII: Listening and Speaking
Instruction

Accomplished teachers are themselves articulate speakers and sensitive listeners who demonstrate excellent oral language skills in their day-to-day leadership in the classroom and throughout the school community. They help students understand the importance of listening and speaking. Literacy teachers purposefully model how to use language in a variety of settings related to learning activities and social interactions. They demonstrate how to make connections between previous and new oral language experiences, and they encourage students to do the same. For example, after participating with the teacher in a teacher-led conference, students may take the initiative in student-led conferences that include parents and teachers.

Accomplished teachers are deliberate and purposeful in their teaching of listening skills throughout the early and middle childhood levels. They teach students skills such as following single- and multi-step directions, drawing conclusions about what they have heard, showing respect for a speaker, and knowing when they need to respond to a question. Teachers emphasize comprehension and meaning-making as an essential part of active listening. They provide opportunities for students to develop higher-level thinking skills as they listen for specific purposes. Accomplished literacy teachers are able to teach students to discriminate between listening as a conversational courtesy and listening as a vital comprehension skill.

Accomplished teachers deliberately structure developmentally appropriate learning activities to promote students' playful discovery of language, their sense of oral

language conventions, and their ability to interpret the world through oral language. Students may be invited to apply oral communication skills in multiple ways that are appropriate for the classroom setting. For example, students can role play, reenact stories, and take part in poetry readings and Readers' Theater, all of which make listening and speaking engaging, purposeful, and enjoyable.

Accomplished teachers intervene to increase students' oral language proficiency. For example, if a student says, "I goed to Grandma's," the teacher might respond, "Oh, you went to Grandma's," thereby modeling standard English without criticizing the student's error. Such instruction helps students become more capable, confident users of conventional language. Although they intervene to increase students' language proficiency, accomplished literacy teachers are always mindful to respect students' home languages and stages in speaking and listening development.

Accomplished teachers instruct students in the techniques of formal and informal speaking, such as identifying their audience and purpose, using eye contact, and talking at an appropriate volume and speed. Teachers assist students in understanding how phrasing and tone impact speech, and they model and provide explicit instruction on how students can control these aspects of speech in order to become more effective communicators. Teachers provide opportunities for students to develop and practice both formal and informal presentation skills, increasing the public and performance aspects as students gain knowledge and proficiency. For example, prior to a school-wide poetry reading for older students, teachers would practice with students to help them gain confidence, proficiency, and fluency.

Accomplished teachers offer many opportunities for students to speak with and listen to one another and their teachers in the whole class, small groups, and pairs. Teachers carefully scaffold their teaching of listening and speaking in order to differentiate instruction and meet the needs of all students, including but not limited to students with language and speech impairments, English language learners, and students with other communication challenges. Accomplished literacy teachers accommodate for differences in the ways students learn. They understand that some students naturally and easily process information through listening and speaking, whereas other students need to be taught listening and speaking processing skills. Teachers use assessment data and student records from school and home when developing instructional plans to support students' speaking and listening development.

Accomplished teachers take advantage of variations in dialect, language background, and personal experiences within their learning communities as resources for teaching students about linguistic and cultural diversity. They are also adept at meeting the dual goals of respecting language diversity and helping students acquire the necessary skills for speaking standard English. Literacy teachers help students understand and respect cultural differences in nonverbal communication systems as well. They model for students how body language and gestures are powerful communicative skills that add to the spoken message. For example, when giving

practical directions such as dismissing students for lunch, accomplished teachers supplement oral instructions with relevant gestures and visual cues. (See Standard II—Equity, Fairness, and Diversity and Standard III—Learning Environment.)

Accomplished teachers understand the evolving role that technology plays in assisting students in learning how to listen and speak, and they employ such technology when it is possible and appropriate to do so. Teachers are aware of language programs that allow students to practice listening and speaking with engaging, interactive computer software. Literacy teachers realize that computer-mediated programs are used to enhance the modeling, interacting, and instruction that happen in the classroom and are parts of a language-rich, socially mediated classroom learning community.

Accomplished teachers employ a variety of formal and informal evaluation processes and tools that capture the essence of students' developing skills in the areas of speaking and listening. They construct their classroom environments, routines, and schedules in ways that allow them to seamlessly conduct ongoing assessments of individuals and groups. Teachers use a variety of tools to assess students' oral language uses, such as anecdotal records, language samples, rubrics, developmental growth indicators, retelling, and digital recordings of students' speech. Teachers design assignments such as book talks and project presentations that include embedded opportunities to assess speaking and listening skills. They understand the progression of oral language from playground conversations to more sophisticated academic language usage. Literacy teachers collaborate with students to create rubrics related to listening and speaking skills. For example, they might develop rubrics for oral presentations. Teachers use oral language in formal interviews and informal conversations with students to assess student learning, progress, and attitudes in order to guide instructional decisions. (See Standard V—Assessment.)

Accomplished teachers use a combination of assessment formats when evaluating student speaking and listening skills as well as when using speaking and listening to assess other content areas. They create opportunities for student-to-student and student-to-teacher talks and are skilled in assessing student speech patterns, word usage, and use of sentence structure. Literacy teachers use oral assessments, knowing that some students can express their understandings better through the spoken word than the written word. When students demonstrate difficulty with oral or aural skills, teachers confer with experts to find the most appropriate and effective interventions.

Accomplished teachers provide students with opportunities to assess their own progress in listening and speaking as well as the progress of their peers. Teachers deliberately teach students the assessment criteria ahead of time. Student self-assessment in listening and speaking may extend to work in other classrooms and to speaking and listening activities within their families and the greater community.

Connections

Accomplished teachers support students' listening and speaking beyond the classroom. In addition to collaborating with other teachers to provide support and opportunities for students to expand their knowledge, teachers find community connections that will celebrate and support listening and speaking. For example, poetry readings, presentations, and debate clubs are traditional opportunities for listening and speaking outside the classroom.

Accomplished teachers recognize the connections that emerging technologies bring to the classroom. For example, having students listen to professional audio podcasts and then create their own audio podcasts will capitalize on the reciprocal connection between listening and speaking. Literacy teachers may also draw on students' listening and speaking when designing digital stories that will be shared with an audience beyond the classroom. Accomplished teachers are aware of the impact that new technologies have on students' abilities to use listening and speaking in the real world.

Accomplished teachers ensure that listening and speaking opportunities enhance the learning in other content areas. Examples might include listening to historic speeches in social studies to determine how the speaker's inflection and tone enhance the communication of main ideas and supporting details, listening to multistep directions in physical education when learning games, listening to voices and instruments in interpreting music, and listening attentively for correct pronunciation of words in a foreign language. Accomplished early and middle childhood literacy teachers realize that listening and speaking skills are critical foundations of a rich language arts curriculum.

From Standard IX: Viewing and Visual Literacy
Instruction

Accomplished teachers understand that developing students' abilities to interpret and manipulate visual elements requires purposeful and planned instruction. They teach their students how to be discriminating viewers who can synthesize the message and identify the purpose of a given medium and also recognize bias and propaganda embedded in visual media. For example, accomplished literacy teachers might have groups of students critically analyze images on a Web site to identify examples of bias and discuss the social ramifications. Teachers critically discuss with students visual media ethics, the ways in which visual media reflect and shape the values of a society, and the appropriate uses of different visual media. Accomplished teachers are able to reflect upon a given medium's potential impact on society at large and facilitate their students' understandings of these issues.

Accomplished teachers have clear learning goals when they teach viewing and visual literacy to early and middle childhood students. They recognize that it is important to purposefully and explicitly teach students to read and create multiple forms of visual media so that they can make meaning and sense of the world. They help learners use illustrations to further understand written materials. They support and extend

learning generated from printed texts by helping students understand how to interpret and create illustrations, graphs, tables, charts, maps, and other nonprint graphic features often found in concert with printed text. Literacy teachers offer early and middle childhood students frequent opportunities to develop higher-level thinking skills as they guide students in the use of visuals. For example, with older students, teachers may discuss the concept of framing, helping students to analyze what elements of an event or scene a photographer has chosen to include and exclude. Then they might ask students to frame an image themselves.

Accomplished teachers help students develop a repertoire of skills for interpreting and creating visual texts. Much in the way that teachers introduce and reintroduce literacy elements throughout elementary and intermediate grades with increased sophistication and complexity, accomplished literacy teachers recognize that students of all ages need them to model and scaffold how to comprehend and create visual texts. Teachers begin by providing knowledge of visual literacy and viewing. Teachers can help students navigate visual texts by helping them know what to look at first in an image that may be new or complex in its design. Teachers build comprehension by helping students identify and describe the similarities and differences among oral, written, and visual texts, and they model how students can use this understanding to interpret visual texts and make decisions about which visual media to use in communicating their ideas. For example, literacy teachers may ask students to compare a book and a film, discussing the point of view expressed in each, analyzing the different techniques used to create the point of view, and evaluating the effectiveness of each.

Accomplished teachers deliberately teach students the specific critical thinking skills necessary to analyze and evaluate visual media. By assisting students in the interpretation and production of visual language through the use of non-print texts, literacy teachers support students to become more knowledgeable and sophisticated consumers and producers of all forms of communication. For example, students of accomplished teachers will synthesize visual media such as graphs or photographs to enhance their expository writing. These students have learned to recognize the value visual images have in interpreting new and complex information. An accomplished literacy teacher might explicitly model how to read the illustrations in children's literature so that students develop an understanding of how the meaning of the written word can be altered or extended by such visual elements as characters' facial expressions or the use of color to create mood.

Accomplished teachers use various technological resources in helping early and middle childhood students to express themselves, and they explicitly model how to access and use various aspects of current and emerging visual media appropriately. For example, a kindergarten teacher might use the interactive white board to allow students to create a shared drawing after taking a virtual field trip to a zoo. Teachers might have students expand their ideas and connect with others within and beyond the school community through the use of technology. They might provide students with digital cameras in order to capture images from the students' home cultures and

then have students develop autobiographical photo essays as a means of building a shared classroom community.

Accomplished teachers teach students to use visual media to explain, persuade, and evaluate. Additionally, teachers model for students how to use visual media to share perspectives, opinions, and understandings. The students of accomplished teachers learn that communicating to an audience, whether live or virtual, requires an understanding of how the message will be received. For example, the teacher might ask students to develop a critical review of a book by creating a book advertisement using digital technology. The advertisement might be posted on a school Web site where students in other grades, regions, or countries could comment on the post.

Accomplished teachers use visual media to engage students in metacognitive processes, or knowledge of their own thoughts. For example, students might use technological tools to create graphic organizers or thinking maps. A teacher might have students find examples of accomplished works of art that evoke feelings similar to those produced by a poem, or a teacher might ask students to respond to literature by graphically representing the theme of a story. Literacy teachers understand that it is through the use of metacognition that students conceptualize their learning experiences, understand the purpose of learning, and become motivated to seek new knowledge.

Accomplished teachers address with their students the ethical issues that arise for producers and consumers of visual media. A teacher might have students watch a video clip of an advertisement for a new toy and discuss how different audiences might be influenced by the advertisement. When engaging students in any form of communication, teachers make students cognizant of the potential consequences of communicating through emerging technologies and explain how to navigate these technologies safely, securely, and appropriately. For example, teachers explicitly teach students about Internet safety, cyber-bullying, sharing information with others on the Internet, and the consequences of transmitting messages and images via digital technologies. Literacy teachers are familiar with the persuasive and motivating nature of popular culture and help students become aware of its forces.

Accomplished teachers believe that assessment is a recursive process that affords teachers the opportunity to gain insight into students' needs. Literacy teachers engage in ongoing assessments of students' viewing skills, and they provide written and oral feedback to students aimed specifically at each student's level of development and degree of viewing skills and strategies. Teachers evaluate the extent to which their students are discriminating consumers and producers of visual communication by using all the language arts. For instance, teachers listen carefully as students discuss visual texts in pairs, small groups, or as a whole class. They have students write about visual texts, for example by writing captions for photographs, describing in a journal why they watch certain television shows, or writing a review of a film they have seen or a Web site they have visited. They have students produce visual texts, from early drawings and scribbles to illustrated reports or multimedia

presentations. Teachers assess and reflect on both the processes students follow and the products they create, and then teachers alter their instruction accordingly. Teachers share rubrics for assessments with students and have students help create appropriate rubrics for projects as well. An important part of the evaluation of students in the area of viewing is helping them become self-evaluators, aware of their own developing visual literacy.

Connections

Accomplished teachers know that skillful use of visual media in the classroom promotes learning that flows seamlessly from the literal to the deeply conceptual, thus increasing students' critical reading and thinking skills through all the language arts. Literacy teachers know that critical viewing skills must be explicitly taught but are best learned in concert with reading, writing, listening, and speaking. Teachers keep meaning-making at the heart of their instruction and help students see connections and disparities between the skills needed to read and write traditional texts and those needed to view and compose visual texts. For example, a teacher might explain the difference between reading a story and viewing an image on a billboard. Accomplished teachers help students understand the interrelation of sounds and visual elements in media such as films, speeches, musical performances, and Web pages. For example, prior to showing a film in class, a teacher might help students understand the language of film, including such elements as the filmmaker's use of camera angles, lights, sound, editing, and set design. In addition, a teacher might show a film clip without the accompanying music to help students consider the way music or sound effects add deeper meaning to visual images.

Alert to opportunities to integrate viewing and visual literacy with other language arts and other content areas, accomplished teachers might ask students to create a comic strip to retell an event during a period in history, create mosaics to depict a theme in a story, or create a short film to explore social issues. Teachers encourage students to decode and encode visual messages. An accomplished teacher might have students maintain a content-area journal in which students draw graphic images to conceptualize a mathematical problem or better understand a science concept such as the food chain. They recognize that visual literacy provides students with the ability to make meaning beyond the written word. Accomplished early and middle childhood literacy teachers realize that strengthening viewing skills and visual literacy affords students multiple ways of understanding the world and of demonstrating that understanding.

From Standard X: Literacy Across the Curriculum **Teaching Literacy Across the Curriculum**

Accomplished teachers know that content-area literacy instruction can be delivered in multifaceted ways, and they provide their students with regular opportunities to read, write, and view science, social studies, mathematics, and other technical texts during literacy instruction. Literacy teachers also use the language arts to foster

content-area learning. Across the content areas, teachers provide students with strategies for reading textbooks and other texts. For example, they teach students to use text features such as boldface print and headers to navigate informational texts, both to obtain an overview of the contents and to locate specific information quickly. Teachers help students understand that content-area texts are not always linear and teach them to navigate these texts in flexible ways. Teachers also help students learn to interpret and critique visual texts in the content areas. For example, they teach students to read graphs and charts and equations in mathematical texts.

Accomplished literacy teachers integrate writing across the curriculum. They know that informal writing, including journals, learning logs, and summaries, can help reinforce content-area learning. They provide students with multiple, meaningful opportunities to compose descriptive, narrative, informational, expository, and persuasive texts across the curriculum and teach students the conventions of various writing genres found in the content areas. For example, a teacher might create an opportunity for students to draft, revise, and mail a letter to the editor about a science topic.

Accomplished teachers help students acquire content-area vocabulary in all the subject areas. They employ instructional strategies that best support vocabulary learning and purposefully plan for explicit instruction in this area. Whenever possible, they teach vocabulary through connected texts such as primary documents, content-area texts, or various print and non-print media. They provide frequent opportunities for students to hear, read, and discuss high-quality children's literature in order to build conceptual understanding and deepen understanding of content-area vocabulary. They intentionally use new vocabulary during instruction and conversations to provide multiple exposures to words and to solidify understanding of terminology related to complex concepts, systems, or historical events and eras. They help students employ knowledge of morphemes in order to infer meaning of new words they encounter in content-area reading. Accomplished literacy teachers intentionally offer opportunities for students to encounter and use content-area vocabulary in their reading, writing, and speaking as well as to build conceptual knowledge by using visuals such as photographs or by exploring the many facets of a word by using a graphic organizer.

Accomplished teachers help students understand the various genres, purposes, audiences, and conventions of content-area texts. Teachers help students learn to distinguish among facts, opinions, and reasoned judgments and to evaluate the author's position or point of view in social studies texts. Literacy teachers often coordinate thematic, interdisciplinary, inquiry-based, and project-based instruction that allows students to shape and express their ideas across the curriculum. For example, older students might be asked to read stories about the ocean in reading-language arts at the same time that they learn about marine life in science and study the ocean maps and island geography in social studies.

As they integrate literacy instruction with content-area instruction, accomplished teachers teach students to use the specialized literacy skills necessary for reading and

writing across each content area. In the social studies, they teach students to read and examine the bias of both primary and secondary sources. They also teach students to write various documents, such as petitions or letters to the editor, necessary for civic life. Accomplished literacy teachers help students learn how to comprehend the dense vocabulary and the visual features, such as diagrams and charts, common in science texts. They also teach students to compose genres of writing common in science, such as observation logs and lab reports.

Accomplished teachers help students become critical readers in mathematics—readers who are able to interpret mathematical texts that may include specialized symbols. They teach students to write using numerical expressions, pictures, and words to solve mathematical problems. Teachers also integrate literacy in other content areas. For example, accomplished literacy teachers provide opportunities for students to engage in visual and performing arts and to respond to print and visual texts, such as drawing a picture after a read-aloud. They also teach students to use the language arts to respond to and analyze works of art, such as writing a response to a painting.

Accomplished teachers understand the role that language arts instruction has in the health and physical education curriculum. Literacy teachers are familiar with and use a variety of texts related to health and physical education to assist students in making personal, academic, and global connections to these subjects. These texts deliver messages of how individual health choices have short- and long-term influence, both positive and negative, on one's quality of life. Furthermore, teachers recognize the influence that athletics and athletes have in students' lives and provide opportunities for them to read and write about favorite sports and sports figures. Literacy teachers create research and publishing opportunities for students to express ways to promote good hygiene and a healthy lifestyle. For instance, young students might read about the latest food pyramid and record their dinners for a week in a log. Afterward, they might discuss the class findings and make connections to their reading by writing about ways they can improve their diets. Older students could analyze statistics from a graph on the current state of children's health, write their opinions of current trends, and discuss ways in which they could improve their well-being.

Accomplished early and middle childhood literacy teachers purposefully connect all the language arts and effectively integrate literacy across the content areas to help students increase their ability to construct meaning from texts, take ownership of new learning, and develop a dynamic literate life.

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

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IV: Knowledge of the Practice of Teaching STANDARD VI: Ways of Thinking Mathematically</p>	
<p>OVERVIEW: Accomplished mathematics teachers use their knowledge of pedagogy along with their knowledge of mathematics and student learning to inform curricular decisions; select, design, and develop instructional strategies and assessment plans; and choose materials and resources for mathematics instruction. Accomplished mathematics teachers stimulate and facilitate student learning by using a wide range of practices. (Standard IV)</p>	
<p><i>Standard IV: Knowledge of the Practice of Teaching</i></p> <p>Accomplished teachers recognize that, while much of teaching is an art, there is a body of research that offers insight into teaching practices that can accelerate student learning in multiple ways. Teachers recognize that teaching affects student performance and is often the major effect on performance.</p> <p>The repertoire of an accomplished teacher includes teaching strategies and best practices that engage students in exploring, discovering, and using mathematical ideas. Teachers design their lessons with well-defined mathematical goals in mind. Keeping in mind the prior mathematics experiences of students and the preparation necessary for future mathematical courses, teachers identify and make explicit the learning goals for each lesson. They are able to pace and sequence their objectives in order to meet their goals for students' learning. They articulate the objectives clearly and select instructional techniques and activities that enable students to meet them. Teachers know students, understand the concepts and procedures of mathematics, and know that various subject areas can enhance one another. They are adept at connecting mathematics to other disciplines. For example, mathematics teachers might help their students who are studying biology to see that the connections between how the amount of medicine one takes and how much is left in one's body are explained using exponential decay in mathematics. Or, teachers might apply the concept of the derivative to maximization of profit in economics. They know the curriculum standards and frameworks that connect mathematical ideas across grade levels. Teachers' choices are governed by their immediate and long-term instructional goals, the progress and interests of their students, the instructional opportunities that present themselves, and the particular dynamics of the teachers' classrooms.</p> <p>Only by combining their knowledge of mathematics with what they know about students can accomplished teachers make well-crafted decisions as to what to communicate and how to communicate mathematics to students. Teachers are</p>	

versatile, expert communicators who can adapt both their style of presentation of the mathematics and their choices of what and how they teach.

Accomplished teachers take into account the individual needs and developmental levels of students when designing instruction. Teachers know how to observe and listen to students' interactions in order to blend instructional goals for the lesson with the learning goals of students. Teachers constantly reflect on the interaction between the purpose of the lesson and the requirements of the student to effectively satisfy both. Teachers use these observations to differentiate their instruction by providing different entry points to the same assignment with different skill sets. (See Standard III—Knowledge of Students.)

Accomplished teachers motivate students based on their needs, interests, and intrinsic motivation. Teachers know the challenges and difficulties that students commonly encounter in learning particular mathematical topics, anticipate underlying misconceptions, and incorporate this prior knowledge in planning for instruction. For example, teachers understand the complexities of early number concepts and can trace conceptual difficulties of young adolescents back to misconceptions of elementary mathematics and make appropriate instructional decisions and accommodations to correct these errors. Mathematics teachers analyze student work to identify current mathematical understandings and use that information to drive instruction. For instance, mathematics teachers know a common misconception in the learning of algebra is that students often interpret the equal sign as an indicator that they should compute and find an answer, not as a statement of relationship that two things are the same. While preparing their unit on solving linear equations, teachers might use their knowledge of the misconception to plan their assessment of students' understanding of the meaning of equality.

Accomplished teachers may work actively within the school community to advance knowledge about the learning opportunities afforded by technology. Teachers help students learn about learning mathematics. The visual, computational, and interactive power of modern technology can be used to influence both the content and the methodology of student learning and assessment in mathematics. Teachers recognize opportunities afforded by technological tools—access to new ideas and new ways of representing and manipulating them—and effectively use the tools to deepen and enrich students' mathematical learning. Teachers encourage students to use technology to access information and communicate mathematically with others. When possible, teachers use appropriate technological tools to allow students to expand their mathematical tool kit. For instance, students might appreciate the symbolic notation if they accessed the history of its evolution easily on the Web. Teachers may select resources that simulate real situations in order to address problems that might be otherwise inaccessible. For example, in teaching experimental versus theoretical probability, teachers might use a calculator's or computer software program's random number generator to simulate large numbers of trials of flipping a coin. Teachers continually improve their own skills and fluency with technology and reexamine their teaching practices in light of what is possible. Where access to technology is limited or

nonexistent, accomplished teachers seek ways to acquire it. (See Standard IX—Families and Communities.)

Accomplished teachers modify classroom plans and activities in response to student needs, interests, and unexpected opportunities for learning. Teachers demonstrate flexibility, insight, and responsiveness in dealing with the flow of the classroom. They recognize and respond to the mathematical potential of student questions and comments and pursue ideas of interest that emerge during classroom discussion. Teachers also help students reflect on and extend their learning, and they expect and help them to take responsibility for their learning. For example, teachers might provide opportunities for students to write in journals about what they have learned and what they need to focus on as a unit progresses. Because teachers understand different types of representational models, appropriate instruction and computational tools, and the strengths and weaknesses of each, teachers can select those best suited for different students and for different teaching situations.

Accomplished teachers know that classroom interactions can develop a life of their own, that no plan should be followed simply for its own sake, and that teachers must adapt their plans when appropriate. Teachers are prepared to adjust instruction—either because unforeseen difficulties suggest that a path they had planned to take will not succeed, or because a classroom discussion points to a beneficial alternative. For example, in learning linear functions and the slope as the rate of change, students might ask about what happens when the rate of change is not constant. While not planned, the teacher might decide to introduce examples of nonlinear functions to give students opportunities to compare and contrast the characteristics of linear and nonlinear functions. Teachers are able to anticipate misunderstandings and provide instruction that will help as ideas unfold. Furthermore, they choose topics for discussion wisely, relying on their understanding of what is appropriate and important.

Accomplished teachers foster learning by choosing imaginative examples, problems, and situations designed to interest and motivate students, illuminate important ideas, and support continued growth of student understanding. Teachers also know the importance of well-structured, scaffolded sets of problems that can be used to increase student understanding. Teachers work with small groups of students, asking clarifying or leading questions when necessary. Teachers involve students in decisions about mathematical topics or ways to study those topics. Mathematics teachers provide students with opportunities to reflect on their learning, and teachers serve as catalysts in launching student investigations. For instance, a teacher might show the application of the quadratic formula to prepare students to write an explicit representation of Fibonacci numbers.

Accomplished teachers promote meaningful discourse through the well-conceived questions they pose and through the rich tasks they provide. They demonstrate their use of appropriate questioning strategies by knowing how, when, and why to question students about their understanding of mathematics and provide a safe arena in which

students can counter the arguments of others. Teachers encourage students to pursue learning on their own. Teachers also know that a number of studies support the tremendous potential that discourse-intensive instruction has on student learning. Teachers use techniques that encourage discussion, such as restating students' observations, having students repeat and listen to one another, asking students to contribute to the discussion, and using wait time both before and after students respond. During discourse, teachers are aware of their own intonations and adjust their communication styles to the needs of the students and the context of the discussion. Teachers understand and are able to demonstrate strategic methods to communicate in a specific manner as they share information with students.

Accomplished teachers recognize that to teach mathematical vocabulary they must use it in the context of the content as well as in the context of the learner. For example, to meet the needs of English language learners, students who are auditorily challenged, or students with attention deficits, teachers need to use carefully chosen nonverbal cues, gestures, or color-coded symbols or cues to illustrate mathematics lessons. For instance, a polynomial with like terms may be presented for students to combine the terms. As students choose terms that may be added to one other, the teacher might represent like terms with different colors and shapes to help students create a simplified expression.

Accomplished teachers value mathematics. They take joy in it. They appreciate how knowledge in mathematics is created. They are excited by the ideas they explore with students. Teachers communicate that joy to their students. Teachers use the power of mathematics to fascinate students. Teachers elicit mathematical excitement and provide students with opportunities to experience the intellectual satisfaction that comes from finding a solution to a problem or justifying a conjecture. Instead of simply telling students how to solve a problem, the teacher may scaffold activities to help students recognize and celebrate their ability to use their knowledge of mathematics to answer questions.

Accomplished teachers epitomize the character they want to instill in students. Teachers demonstrate curiosity, respect, patience, honesty, fairness, and commitment to their art. They focus on and support students in their aspirations for high performance in mathematics and life-long learning. Teachers create a safe climate conducive to student learning and advocate for students. Teachers must quickly address instances of cheating, plagiarism, bullying, and harassment. They are exemplars of integrity who are open and approachable to students and the community. Teachers also recognize the essential importance of providing high-level engagement, critical-thinking activities, and authentic challenges for students. Mathematics teachers engage in principled practice, balancing multiple demands and goals to ensure that all students have optimal opportunities to learn.

Standard VI: Ways of Thinking Mathematically

Accomplished teachers bring insight about mathematics to students, including new

perspectives on standard problems and unexpected connections among different fields. Teachers are proficient not only in solving problems, but also in making students aware of different strategies for solving a problem, as well as the relative merits of each. They have the confidence to help students face uncertainties and make strategic decisions in exploring unknown territories.

Accomplished teachers know that mathematics is a discipline of concepts, principles, procedures, and reasoning processes. Thinking mathematically includes representing, modeling, proving, experimenting, conjecturing, classifying, visualizing, and computing. In the classrooms of accomplished teachers, students are engaged in identifying patterns; solving problems; reasoning; forming and testing conjectures, justification and proof; and communicating results. Students search for connections and solve problems, while reflecting on both the mathematics and their own thought processes.

Accomplished teachers recognize that important general concepts and reasoning methods undergird the development of mathematical power. They model mathematical reasoning as they work with students and encourage students to question processes and challenge the validity of particular approaches. Students make conjectures and justify or refute them, formulate convincing arguments, and draw logical conclusions. Sound reasoning—not an edict from the teacher—is the arbiter of mathematical correctness. In short, students become mathematically empowered as they learn to think, reason, and communicate mathematically.

Accomplished teachers recognize that mastering mathematical facts and procedures is only a part of what it means to learn mathematics. Teachers must understand and consistently employ mathematical thinking processes in their classroom practice that include the following:

- Reasoning correctly using processes such as classification, representation, deduction and induction;
- Using heuristics as a key strategy to guide solutions to mathematical problems, such as testing extreme cases, conducting an organized search of specific examples, and using different problem representations;
- Modeling mathematical relations in problem situations—describing important relationships through symbolic expressions and other representations;
- Connecting ideas, concepts, and representations across the strands of mathematics.

Teachers also know the importance of developing students' understanding of and disposition to do mathematics. Teachers realize that teaching students to "think mathematically" means helping them develop a mathematical point of view in which they consistently use the mathematical thinking processes listed above; recognize situations in which mathematical reasoning might be useful; and have the ability, skill, and confidence to think through a mathematical situation. For example, the teacher might stress the idea that knowing how to calculate the area of a triangle is all that is

needed for knowing how to calculate the area of all polygons. To encourage mathematical thinking, teachers provide settings that allow students to test mathematical ideas, patterns, and conjectures; discover principles; synthesize evidence; and apply their growing knowledge to a variety of problems. Teachers know and use the overarching themes of mathematics that help students understand and appreciate the powerful relationships between mathematical ideas and problems—as in making students aware of the relationship between diverse fields, such as algebra and geometry or geometry and probability. For instance, teachers might discuss how similar triangles are basic to the understanding of linear functions and how the concept of area makes tangible the concept of probability.

Accomplished teachers know multiple ways to represent mathematical concepts, and they organize tasks so that students will learn that a single problem may have many representations. Teachers encourage students to distinguish between these representations and to select a compelling and efficient representation for a given problem or situation. Teachers know the importance of developing mathematical concepts concretely, so they are knowledgeable about the use of a variety of representations that support their instructional goals. For instance, teachers might use a dynamic geometry software package to help students develop definitions for and characteristics of plane figures using a graphic organizer. Teachers know and communicate that representations are often needed to form abstractions initially, and they allow students to think mathematically about abstract concepts. Although not every teacher will use the same materials for the same purposes, mathematics teachers are adept at using concrete materials that help students develop various mathematical understandings. For example, students might use concrete materials or manipulatives to develop a rule for binary operations with integers. Teachers help students make connections between their manipulative experiences and the mathematical ideas they need to grasp.

Accomplished teachers provide students with problems and applications that will allow them to explore new mathematical content, reflect on the problem-solving process, extend and refine their thinking, make generalizations about the procedures they have used, and link those generalizations with what they have learned previously. Teachers provide many rich opportunities for students to apply mathematics to interesting problems. In so doing, teachers point out the interrelated domains of mathematics. They not only choose tasks related to everyday life—including the sciences, economics, politics, or business—but they also choose tasks that will extend understanding within mathematics. Their choice of problem contexts reflects the breadth of mathematics and its applications.

Accomplished teachers deliberately structure opportunities for students to use and develop appropriate mathematical discourse as they reason and solve problems. These teachers give students opportunities to talk with one another, work together in solving problems, and use both written and oral discourse to describe and discuss their mathematical thinking and understanding. As students talk and write about mathematics—as they explain their thinking—they deepen their mathematical

understanding in powerful ways that can enhance their ability to use the strategies and thought processes gained through the study of mathematics to deal with life issues. For example, when students in geometry are given six toothpicks and asked to construct with them four equilateral triangles, they usually conclude after multiple attempts that it is impossible. When probed to explain their thinking, they focus on the mathematics they know and usually conclude that this cannot be done on the plane, which is true. Then they realize that they were not asked to do it on the plane and immediately come up with the solution: the regular tetrahedron. From this exercise, they learn to think through the analysis of a problem or situation in any discipline. Mathematics teachers encourage students to confront and challenge ideas and to question peers as they discuss mathematical ideas, develop mathematical understanding, and solve mathematical problems. Teachers use probing and supportive questions to advance students' thinking. Teachers monitor what students do, using mathematical communication regularly to help students build understanding. For example, teachers might use the graphing of rational functions to help students understand the concept of an asymptote.

Accomplished teachers are well aware that students' mathematical achievement is still mainly dependent on their ability to conceptualize and analyze mathematics, to discover structures and establish relationships, to explore justification and proof, and to formulate and solve problems. For this reason, teachers know that they must develop students' mental acuity as well as pencil-and-paper skills. In addition, the latest technology has provided effective tools to help develop students' reasoning, mathematical thinking, and discourse. Accomplished teachers are able to use applications such as graphing technology, interactive geometry software, and computer algebra systems to support student inquiry, conjecture, and proof. For instance, when using geometric software, students can explore the properties of a parallelogram and conjecture about the consecutive angles being supplementary. This could lead students to "see" the proof as to why this is true. Teachers also know how to use calculators as exploratory tools to develop students' understanding of mathematics.

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

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IV: Facilitating Music Learning</p>	
<p>OVERVIEW: Accomplished music teachers employ materials, methods, and strategies that engage students’ interest and facilitate music learning. They have highly specialized knowledge in choral, instrumental, or general music as they provide students with high-quality, sequential instruction in music.</p>	
<p>Accomplished music teachers are passionate and serious experts in their field. They are experts at engaging the interest of their students and facilitating music learning. Their enthusiasm for their field shows students that knowing, enjoying, and participating in music provides a genuine source of gratification, self-expression, and well being. Music educators motivate their students, develop appropriate curriculum, teach musical skills, and select instructional materials. They use their knowledge of the cognitive aspects of music instruction and their knowledge of students to make effective choices to help students learn. (See Standard I—Knowledge of Students.) Their expertise and obvious concern for students engender the respect of their pupils.</p> <p>Curriculum</p> <p>Accomplished music teachers demonstrate the firm belief that every student is capable of learning to sing, play instruments, move expressively, improvise and compose music, read and notate music, listen to music intelligently, and learn new music independently. They collaborate with colleagues to design a comprehensive, sequential, and balanced program of music instruction that is based on relevant national, state, local, or other standards that underlie the music curriculum and that meet the students’ needs. They are also able to participate in writing curriculum guides reflecting such a program and contribute as instructional leaders in implementing the program.</p> <p>Accomplished music teachers consider the curriculum not as a collection of activities with which they engage students but rather as a well-planned sequence of learning experiences leading to the development of clearly defined skills and knowledge. Teachers not only possess the skills and knowledge required in the relevant music standards for students, but also demonstrate the ability to teach those skills and impart that knowledge. They understand the cognitive, physical, and psychomotor developmental processes that their students undergo and demonstrate skill in diagnosing students’ needs in music and prescribing suitable instructional remedies.</p>	

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Accomplished music teachers are able to relate music to the larger concerns of society and to teach music in its cultural and historical contexts. They know how to help students discover interdisciplinary relationships involving music. They take advantage of the unique usefulness of music to provide a framework for teaching a wide array of skills and knowledge. For example, music teachers might incorporate materials from other disciplines—children’s books, poetry, dances, and stories from various cultures—to engage students in meaningful learning while maintaining the integrity of music as a discrete discipline. Music teachers also might seek opportunities to link knowledge of different instruments to physics and musical rhythms to mathematics. Accomplished music teachers incorporate instruction in creating, performing, listening to, and analyzing music in every instructional setting while still focusing on the specific subject matter traditionally emphasized. They ensure that music is taught primarily for its own sake.

Teaching Skills

Accomplished music teachers demonstrate the ability to work effectively with students individually, both in small and large groups, as well as in classroom and rehearsal settings. They are able to identify and correct, quickly and accurately, errors in student performances with respect to pitch, tempo, rhythm, timbre, dynamics, expression, style, and other technical and expressive characteristics. Teachers are able to demonstrate good performance techniques for students, and they model musicianship by demonstrating to students how music is an important activity in their personal and professional lives.

Accomplished music teachers demonstrate enthusiasm and the ability to inspire and lead students. They relate to their students with sensitivity and understanding. They show imagination and creativity in approaching learning problems and addressing unanticipated difficulties. They demonstrate skill in recruiting, transferring, and retaining students for a balanced ensemble and overall music program.

Music teachers strive to develop independent student musicians with excellent technical and musical skills so that each student has the motivation and capability to continue as a performing musician throughout the school years and throughout life. They know that building self-confidence encourages students to try new learning experiences and elicits excitement and interest in immediate as well as lifelong participation in music.

The accomplished music teacher directs all students toward the next level of achievement and helps them set high, yet realistic, goals. They are aware that not all young people learn in the same way or at the same pace. Striving to meet high expectations for all their students, teachers modify and extend instruction appropriately for individual learners, adapting necessary lessons to address students’ developmental and skill-level differences. They also teach to each student’s strengths, building on student competencies as the foundation for further progress and modifying or extending the curriculum so that each student can participate in music

learning and derive benefit from the music program. Their use of diverse strategies encourages students to broaden their own approaches to inquiry and learning.

Instructional Materials

Accomplished music teachers demonstrate a broad knowledge of instructional materials and the ability to select materials that are developmentally appropriate and challenging for the students, suitable for the teaching strategy employed and for the instructional setting, and among the best for their genre at that level of difficulty. They select appropriate compositions and arrangements in relation to the ensemble or class size, ability level, age and voicing, or instrumentation. As students develop technical mastery, teachers introduce new, increasingly difficult materials that challenge students and promote musical growth. They select repertoire and materials that reflect a broad range of genres, styles, historical periods, and cultures. (See Standard VI—Valuing Diversity.)

Accomplished music teachers are aware of the current styles and genres of music that exist outside the school, and they demonstrate the ability to select the best music from each genre, new or traditional, as appropriate, for use in the curriculum. They demonstrate a receptive attitude to new repertoire and musical styles that reflect changes in the music and cultures of the United States and the world.

Accomplished music teachers manage a broad range of instructional materials and resources. Music teachers demonstrate knowledge of renting, leasing, and purchasing equipment and materials necessary to implement the music program. They also demonstrate the ability to develop budgets for equipment and supplies and have effective strategies for the maintenance of musical instruments and equipment. In addition to printed resources and instruments, they make use of a variety of other materials in their programs, including technological resources. Whenever feasible and appropriate, accomplished music teachers know how to use current instructional media and technology in teaching students to create, perform, listen to, and analyze music. They are aware of the media and technology resources that are used to produce and experience music outside the school, and where possible, they use the same media and technology to teach music in the school.

Choosing Instructional Resources Wisely

Accomplished music teachers are adept at selecting high-quality materials that help meet their instructional goals. They use materials appropriately and creatively, judiciously evaluating these materials for quality and suitability. They choose materials that are most appropriate to their student population and to the particular needs of individual students. They vary their emphasis to give students broad exposure to different types of music that support alternative learning styles. They locate materials that are diverse in several respects, including form, style, thematic content, gender appeal and awareness, cultural background, and level of difficulty. They also help students learn to locate and select high-quality materials for their own learning.

<p>Instructional Strategies</p> <p>Accomplished music teachers demonstrate a broad knowledge of instructional strategies and the ability to select strategies that are developmentally appropriate, well suited to the instructional setting and the content being taught, varied in recognition of the different learning needs of individual students, and interspersed with new and imaginative practices on a regular basis. They use their knowledge of human development, individual students, and the music learning process with effective classroom procedures to provide their students with appropriate and challenging instruction at all levels of musical competence. They are adept at modifying instructional strategies to meet the needs of the special learner. Music teachers incorporate auditory, visual, and kinesthetic strategies to engage students in meaningful music learning. They are aware of the variety of career choices that exist within the field of music and give their students opportunities to observe and learn about these areas.</p> <p>Accomplished music teachers know and use the basic principles of pedagogy and the methods and approaches pertaining to their specialties. They demonstrate knowledge and use of sequential, developmentally appropriate delivery of skills and content within their pedagogical specialty. Accomplished music teachers insightfully diagnose musical problems in instrumental and vocal performances and prescribe appropriate remedies. They possess strategies for teaching in homogeneous and heterogeneous settings. Accomplished music teachers also demonstrate knowledge of age-appropriate, sequential delivery of instruction in improvisation and composition. Accomplished music teachers use their own improvisational and composition skills to guide students effectively in developing their ability to improvise and compose music, and they value the performance of student-created work. As they choose curriculum and develop materials for use in their classes, they seek to provide students with opportunities to interact and to make relevant personal and musical decisions. As students mature and develop analytic and abstract thinking styles, teachers provide opportunities to stretch and challenge these abilities.</p> <p>Specialized Skills and Knowledge</p> <p>Accomplished music teachers have highly specialized knowledge and skills in at least one curricular area: general music, instrumental or choral. By drawing on their comprehensive knowledge and skills in music, they are able to plan and deliver sequential music instruction that is rich in content and applications, challenging and engaging to students, and sequential in nature.</p> <p>Accomplished General Music Teachers</p> <p>Accomplished general music teachers demonstrate knowledge and use of the sequential, developmentally appropriate delivery of skills and content within their pedagogical specialties (i.e., Orff, Dalcroze, Kodaly, Gordon). They use excellent</p>	
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aural-diagnostic skills to develop expressive singers and instrument players, complementing these skills with successful strategies that work toward accurate pitch matching and desirable tone production on classroom instruments (such as recorders and nonpitched percussion). They construct improvisation and composition experiences according to each student's level of musical skill and understanding of music theory. These teachers plan, prepare and implement developmentally appropriate instructional units based on thematic subjects, such as ethnic celebrations and historical events, and they incorporate materials from other disciplines to engage students in meaningful learning.

Accomplished general music teachers provide students with a balanced representational knowledge of different musical cultures and periods, such as authentic Renaissance dances and recorder ensembles, American folk music, and ethnic musical games. They possess the linguistic expertise necessary to instruct students on correct pronunciation and diction for singing in various languages.

Accomplished Instrumental Teachers

Accomplished instrumental music teachers demonstrate knowledge and use of sequential, developmentally appropriate delivery of skills and content within their pedagogical specialties. They use excellent aural-diagnostic skills to develop expressive instrument players and complement these skills with successful strategies that work toward accurate pitch matching and desirable tone production on all instruments. They are able to guide students to select an appropriate instrument to study and are able to develop and maintain ensembles with proportionate instrumentation. They facilitate students' interaction with composers through various means that might include technology, allowing students to question and analyze the work of selected composers. To help expand a core repertoire, teachers encourage composers to write new music, perhaps through commissioning projects or by providing a forum in which the composer's music can be heard. Instrumental music students are encouraged to write their own compositions from the earliest days of beginning instruction. Teachers of fifth- and sixth-grade instrumental students would guide them in the construction of melodies of perhaps two four-bar phrases. These melodies would be for their own instrument, and those students who are comfortable would share their efforts in either small- or large-group settings. As students' performance skills advance, teachers gradually guide student work into more complex efforts incorporating formal elements, such as binary and ternary form. High school age students can be encouraged to experiment with harmonic accompaniment corresponding to their grasp of keys, scales, and modes, including major and minor keys. Teachers of younger students can produce a characteristic tone on each of the instruments they teach and model appropriate tone for their students. They possess adequate technical skill on those instruments to be able to demonstrate performance of musical literature for their students. Teachers who may not possess the technical skill necessary for effective modeling for their highly advanced students provide access to recordings and performances of artists performing the literature being studied.

Teachers who instruct students in like-instrument and like-ability groupings select materials and repertoire on the basis of size of their classes. Instruction is provided while an ensemble performs a selection in unison, and, where appropriate, significant problems are addressed to help individual students as well as the class. Teachers of heterogeneous groups (the most common) select materials and repertoire that allow the instructor to address individual problems effectively, which allows the class to perform together with all students engaged. The instructional books used would be much different from those used in a homogeneous setting.

Accomplished Choral/Vocal Teachers

Accomplished choral music teachers demonstrate knowledge and use of the sequential, developmentally appropriate delivery of skills and content within their pedagogical specialty. They use excellent aural-diagnostic skills to develop expressive singers, complementing these skills with successful strategies that work toward accurate pitch matching and desirable tone production in the voice as an individual singer and as a member of an ensemble.

They prepare students to be continuing participators in choral music by providing them with ear training (intervallic, melodic, and rhythmic) and sight singing skills, including the use of solfège. These teachers plan, prepare, and implement developmentally appropriate instructional units and concert experiences that are based on thematic subjects, such as ethnic celebrations and historical events, and they incorporate from other disciplines materials that relate to the music, such as literature, poetry, historical documents or events. They have a comprehensive knowledge of vocal physiology, including acoustics, breathing apparatus, and the nasopharynx, as well as an understanding of the male cambriata (changing) voice. They understand the physics and physiology of good tone production and can model appropriate posture, breathing, and tone. They have an awareness of and record (on audio, digital, or written media) vocal development in individual singers as well of ensembles. They encourage critical listening and thinking to recordings, rehearsals, and performances of their own individual voices and ensembles and that of exemplary soloists and ensembles.

Accomplished choral music teachers provide students with a broad representation of repertoire of different musical cultures and periods, and they can develop appropriate style and tone in the ensemble for the genre. They have a broad knowledge of choral literature and repertoire and are able to select repertoire appropriate to the balance and ability level of the ensemble. They possess comprehensive language skills and are able to teach and demonstrate appropriate diction and pronunciation for multiple languages appropriate to vocal performance, including Romance and Germanic languages. They are able to provide ensembles and soloists with an accompaniment appropriate to the performance or rehearsal.

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

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<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD III: Curriculum Choices STANDARD IV: Wellness within Physical Education STANDARD VII: Teaching Practices</p>	
<p>OVERVIEW: Expert instruction in physical education is a science and an art. Accomplished physical educators understand the mechanics of movement and appreciate the strength and beauty of the human body in motion. When they instruct their students, they not only show them how to perfect movement forms, they also impart the sheer joy of moving.</p> <p>Accomplished physical educators achieve these goals through the creativity of their teaching practice. Examples of accomplished teaching throughout the standards demonstrate this quality in different contexts and applications, such as lesson design or task modification. <i>From p. 14, Introduction Section</i></p> <p>Accomplished teachers make purposeful curricular choices that address student needs and interests by promoting comprehensive physical education programs in support of lifelong physical activity and wellness. (Standard III)</p> <p>Accomplished teachers interweave wellness throughout their curricula to provide students with the information and experiences they need to make independent choices that positively affect their health and lifelong well-being. (Standard IV)</p> <p>Accomplished teachers implement effective teaching practices that set high expectations and maximize student engagement to advance student learning and promote lifelong well-being. (Standard VII)</p>	
<p>Standard III: Curriculum Choices</p> <p>Accomplished teachers engage students in balanced physical education curricula that address skill development, movement concepts, health-and skill-related fitness, personal and social responsibility, lifelong activities, and the benefits of physical activity. Teachers demonstrate creativity and resourcefulness in the delivery of required curricula or the design of curricular components. When making decisions related to curricula, they address learning standards written on a district, state, or</p>	

national level as relevant and follow a systematic process of selecting, planning, evaluating, and adapting curricula to meet the needs and interests of their students within a comprehensively conceived physical education program. Accomplished physical education teachers incorporate community resources, interdisciplinary opportunities, and technological tools to enhance their curricula. They reflect thoughtfully to implement curricular choices that benefit student learning.

Student Needs and Interests

Accomplished teachers know that effective physical education curricula are relevant, structured, and intentionally designed to help learners enjoy lifelong physical activity and wellness. Teachers use various strategies to gain information about their students and analyze this data to determine which activities may best meet their learning needs and interests. For example, a teacher may review student fitness data in concert with current research and popular trends to refine the curriculum for a specific class. Physical education teachers take their students' interests into consideration as much as possible when making curricular choices. For example, a teacher who has a student with an extracurricular interest in fencing may have the student bring fencing gear into class and provide a brief demonstration that might inspire students to seek out new experiences. Accomplished teachers empower students to experiment with their knowledge and skills in a wide range of physical activities to help students become independent learners who value lifelong activity.

Accomplished physical education teachers select activities that are aligned with standards and plan their implementation carefully to create curricula that focus on their students' holistic needs. They evaluate their students' physical, emotional, cognitive, and social development and address these factors when making curricular choices. Accomplished teachers ensure that students progress from learning fundamental skills to applying mature motor patterns in authentic, dynamic situations. They use curricula that target specific populations such as students with exceptionalities or those with health concerns. Teachers recognize prevalent health issues within their communities, such as type 2 diabetes or heart disease, and consider these factors when assessing teaching content. For example, a teacher in a school with a prevalently obese population may develop an exercise curriculum to address student health needs. Accomplished teachers use their curricula to meet the comprehensive needs of their students and support healthy lifestyle choices.

Accomplished physical education teachers value and respect the diverse learners within their classrooms. They intentionally select or create curricula that meet their students' unique needs based on language preference, socioeconomic status, gender, sexual orientation, skill level, exceptionality, and religious practice. For example, a teacher may implement a curriculum with multicultural components that introduces students to new ideas and experiences and helps them develop their appreciation of diversity through dance, sports, leisure, and recreational activities. Physical education teachers choose inclusive curricula that represent the changing demographics of their schools and honor the cultural influence of diverse learners.

Community Resources

Accomplished teachers expand their curricular choices to reflect community interests and capitalize on natural resources while promoting lifelong physical activity and wellness for their students. Teachers collaborate with local agencies and individuals to understand the culture of their communities, educate themselves about the availability of recreational areas and equipment, and identify regional resources that support student interests. These resources may include sidewalks, paths, and trails; lakes, rivers, and oceans; or other recreational areas and facilities. For example, a river beside a school may inspire a physical education teacher to design canoeing, rafting, or water safety lessons. Teachers understand that the setting and environment of their schools and communities can and should affect curricular design. They use equipment, facilities, and resources creatively to enhance the scope and depth of the curricula they employ.

Interdisciplinary Opportunities

Incorporating various modalities within their curricula, accomplished teachers enhance learning by having students utilize different skills while exploring physical education. Teachers support this objective further by providing their students with interdisciplinary experiences that strengthen their cognitive abilities by requiring them to engage concepts held in common, if approached differently, by multiple subject areas. To this end, physical education teachers partner with other teachers, collaborating with their colleagues by designing units for joint or solo instruction within their respective classrooms. For example, a physical education teacher and a mathematics educator may teach angle concepts in the context of basketball. Alternatively, a science teacher might introduce the concept of levers and fulcrums that a physical education teacher reinforces in a tumbling and gymnastics unit. Accomplished physical education teachers recognize the importance of working with teachers from other disciplines to design curricula that enrich student learning in creative and innovative ways.

Technology

Technology supports the curricula of accomplished teachers in various ways. Physical education teachers use it responsibly to gather and evaluate student interests and to research learning resources so they can make informed decisions while selecting curricular content. They also employ technology to impact student learning more directly by providing students with helpful tools to explore educational topics and increase their engagement with learning objectives. Teachers use technology to enhance their measurement of students' physical and cognitive abilities. They analyze assessment results to modify curricula quickly based on student learning and to provide students with immediate feedback that can motivate and inspire them to achieve learning objectives. Physical education teachers are cognizant of the technology available to them within the classroom and apply it based on their

curricular goals as well as their students' preferences and aptitudes. Accomplished teachers utilize technology in numerous aspects of curricular design and modify it to benefit their students in relevant and insightful ways.

Reflection

Reflection is an ongoing daily process that accomplished physical education teachers rely on to improve all aspects of their teaching, including the creation or modification of curricula in support of student learning. Teachers use reflection to plan, adjust, and adapt their curricula to meet standards and learning objectives. They contemplate their students' needs and interests as well as the value of educational resources and interdisciplinary opportunities. Teachers also evaluate their own strengths, weaknesses, and passions and the ways they can augment curricula based on their individual qualities. For example, an experienced dance teacher who finds that a dance curriculum lacks components fundamental to sequential movement may strengthen learning objectives by integrating more complex techniques that will help improve student performance. The advantages of personal expertise and the brilliance of professional inspiration distinguish the accomplished teacher from the competent one. Reflection allows physical education teachers to modify and enhance their curricula so their students can reach their fullest potential.

Conclusion

Accomplished physical education teachers are consummate professionals who refine curricula with flexibility and ingenuity to meet the diverse needs and interests of their students. They provide students with educational opportunities through the judicious use of community resources, interdisciplinary lessons, and technological tools. Physical education teachers reflect carefully and consistently on the curricular choices they make to enhance student learning.

Standard IV: Wellness within Physical Education

Accomplished physical education teachers are passionately committed to teaching students how they can lead healthy, active lifestyles and take ownership of their personal well-being. Teachers create learning experiences that encourage students to nurture beneficial attitudes and behaviors they can utilize throughout their adult lives. Teachers understand that fitness primarily targets physical activity and nutrition, while wellness addresses the interrelatedness of physical, emotional, spiritual, mental, and cognitive aspects of well-being. They recognize that wellness constitutes a core component of effective physical education programs. Accomplished physical education teachers interweave physical fitness activities and wellness concepts intentionally throughout daily lessons and their curricula as a whole. Familiar with research on cognition demonstrating that students who are physically fit learn and perform better than those who are not, accomplished teachers convey the critical role that a quality physical education plays in developing strong bodies and minds. As leaders within their schools, they collaborate with other educators to ensure that

wellness concepts permeate student learning inside and outside the classroom.

Instructional Strategies within the Classroom

Accomplished physical education teachers implement lessons that meet student interests and maximize participation while incorporating rigorous physical activities. To provide a strong foundation for their programs, they integrate a wide variety of physical fitness activities within their curricula, such as somatic studies, dance, resistance training, aerobics, core strengthening, and interactive gaming. They also teach students a diverse range of lifetime fitness activities, such as pickleball, tennis, golf, swimming, biking, rollerblading, and snowshoeing. Within each lesson, accomplished teachers consistently strive to increase the quality of their students' physical activity. For example, while teaching lacrosse, a teacher may limit team sizes and organize multiple games to increase activity time for all students. Accomplished teachers motivate their students by engaging them in challenging physical activities they can enjoy in the present and appreciate in the future.

Understanding that each student's interests, fitness levels, and personal needs are unique, accomplished teachers differentiate instruction to accommodate individual learners efficiently and effectively. For instance, a physical education teacher who is teaching step aerobics may demonstrate both beginning and advanced step patterns so students can select the level that best meets their fitness needs. Teachers educate their students about how increasing their activity levels can decrease their risk of hypokinetic conditions such as heart disease, type 2 diabetes, and obesity. They design lessons and learning objectives that promote high levels of safe physical activity for all students, including those with injuries, exceptionalities, and chronic or acute medical conditions.

Accomplished physical education teachers instruct their students in how to develop individualized comprehensive fitness programs. Using a variety of assessment strategies, they show students different ways to measure their fitness levels, set personal goals, and track their progress. For example, a teacher may motivate students by using technology to record and analyze their daily activity and revise their personal fitness plans based on the data gathered. Accomplished teachers encourage students to share their individualized plans with family members to garner support at home and help them adhere to the lifestyle choices they make. Teachers use regular physical activity to build their students' self-confidence and create opportunities for self-expression while promoting positive social experiences.

Accomplished physical education teachers show their students that behavioral choices related to issues such as sleeping and eating habits, stress management, breathing techniques, substance abuse, personal safety, and screen time can impact their personal well-being. Teachers emphasize the importance of making healthy choices that are consistently and coherently integrated within their students' lives. For example, a teacher may show students how to make informed decisions regarding food and exercise equipment so they can become critical consumers. Teachers help

students realize how cultural and social influences affect them and provide students with strategies to identify the impact these influences may have on their ability to lead healthy lives. For example, a teacher working with students to develop personal fitness programs might ask them to analyze the intrinsic and extrinsic motivators, as well as personal obstacles, influencing the choices they make. An accomplished teacher would then demonstrate to students how their beliefs and attitudes affect their ability to maintain a sense of well-being. Throughout their curricula, physical education teachers create relevant, thought-provoking learning experiences that illustrate the power of positive decision making.

Instructional Strategies outside the Classroom

Accomplished teachers furnish their students with opportunities to extend their involvement in physical activities, make sound nutritional choices, and pursue personal well-being outside the classroom. For example, a teacher may give students a weekend assignment to perform a physical activity, take a picture of the setting, write a description of the activity, and reflect on the assignment. Accomplished physical education teachers offer their students options to explore lifetime fitness activities on their own. They help students identify local recreational activities based on their preferences and community resources. Teachers provide their students with positive reinforcement to sustain the practice of lifelong wellness.

Collaboration plays an important part in the outreach efforts of accomplished physical education teachers. When working with other educators, teachers help develop cross-disciplinary curricula that focus on wellness. An early childhood physical education teacher may thus partner with a classroom teacher to develop an activity break that focuses on breathing techniques to reduce stress. Teachers coordinate and promote physical activities for students, families, staff, and community members in their schools and beyond the classroom. An accomplished teacher may thus organize a fun run for students and staff, a fitness night for families, or a Special Olympics event involving the community at large. Physical education teachers encourage an ongoing attention to wellness in all aspects of their students' lives.

Importantly, accomplished teachers demonstrate leadership within their districts and advocate for all staff to promote and model wellness behaviors. For example, a physical education teacher may create a list of nutritious snacks or healthy recipes for parents to reference at home. A teacher might also survey staff needs and interests to design a comprehensive after-school wellness program. Physical education teachers serve as positive role models who participate actively on district wellness teams and help guide wellness policies within their schools.

Conclusion

Accomplished physical education teachers are dedicated to helping students build a foundation of physical fitness for their future. Maintaining an awareness of current trends and research, physical education teachers integrate all components of wellness

within their curricula and promote them throughout their schools and communities. Accomplished teachers fulfill a crucial role to ensure that students can develop sound bodies and minds. They equip students with the knowledge and experience they need to make independent decisions about their personal health and lifelong wellness. Physical education teachers understand the impact they have on social infrastructures based on the important contributions they make to wellness within their school and local communities.

Standard VII: Teaching Practices

Accomplished physical educators utilize highly effective teaching practices to instruct and motivate their students. Such teachers are characterized by their strong passion for teaching, thorough mastery of subject matter, and expert knowledge of the pedagogy unique to physical education. Teachers establish high expectations for their students and dedicate themselves to creating mature, responsible, independent learners, capable of leading healthy, physically active lives and enjoying lifelong wellness. Physical education teachers engage students in purposeful, developmentally appropriate activities that encourage maximum participation and support student success within positive learning environments. Teachers reflect on the effectiveness of their lessons and adjust their teaching practice as needed to improve their instruction of students. Accomplished teachers implement physical education programs that are relevant for their students and responsive to their individual needs.

Creating High Expectations for Learners

Accomplished teachers understand that quality physical education optimizes motor skills development for the greater enjoyment of physical activity and fitness. Physical education provides students with the skills and knowledge they need to acquire and sustain wellness. It challenges students to develop their character and realize their potential as productive citizens and future leaders. Accomplished teachers believe that physical education represents an integral component of a comprehensive education, and they act as devoted advocates for physical education and the physical activity of all students. Teachers therefore hold high expectations for themselves, their physical education programs, and the learners in their classrooms.

Accomplished teachers clearly define and assert meaningful lesson objectives to help students achieve their maximum potential. They carefully design lessons to inspire and educate students so they can lead healthy lives. Physical education teachers consistently direct students to higher levels of achievement, involving them in setting achievable goals to improve motor skills and movement patterns and help them enhance their fitness. The effective instruction of accomplished physical education teachers embraces more than the psychomotor domain of learning. It challenges students cognitively and affectively as well by addressing the impact that physical activity has on their bodies and exploring ideas and emotions related to health and wellness.

Accomplished physical education teachers intentionally promote critical thinking. Planning purposeful lessons and employing effective teaching strategies, they require students to analyze and solve problems, reflect on their thoughts and actions, and pursue independent learning. Physical education teachers design learning experiences that inspire students to synthesize their knowledge and determine their best strategy. For example, an accomplished teacher may ask students to explain and demonstrate an appropriate situation in which to employ a “give-and-go” strategy during an activity. Teachers encourage improvisation and experimentation. To this end, a teacher may challenge students to combine steps, pathways, and rhythms they have learned to create and perform their own fluid sequence of movements. Physical education teachers recognize that activities like this one help students think critically and develop problem-solving skills.

Accomplished teachers use the overtly demonstrative nature of physical activity to observe and guide the formation of personal and social responsibility. They understand that traits such as respect and integrity are teachable within a comprehensive education. For instance, a student’s willingness to follow game rules when the student thinks no one is watching—or readiness to call a personal penalty during game play—provide concrete examples of honesty and trustworthiness. Physical education teachers reinforce behaviors like these and utilize them as teaching opportunities for the benefit of all their students. Teachers use instructional moments that are spontaneous as well as those that are more carefully planned to teach their students purposeful lessons about mature behavior.

Accomplished teachers understand that wellness represents an overarching objective for all students. Physical education teachers incorporate this value within their curricula to help students embody the habits and principles of holistic wellness. Teachers seamlessly introduce activities that educate students about nutrition, stress management, self-confidence, personal reflection, and the significance of goal setting. They instill the importance of maintaining high expectations for health and fitness throughout personal wellness journeys. Teachers encourage and recognize their students’ demonstration of best effort and individual progress toward meeting personal goals. Accomplished physical education teachers provide their students with opportunities to achieve their maximum potential in all areas of learning in support of lifelong wellness.

Ensuring Student Engagement

Accomplished physical education teachers ensure student success by focusing instruction on individual needs and interests and demonstrating care and concern for each student. Teachers vary their pedagogical approach strategically to provide students with authentic connections to their content area. Physical education teachers collaborate with teachers in other disciplines to create a wide range of learning experiences for their students, inside and out of the classroom.

Accomplished teachers are skilled at capturing the excitement of physical activity and conveying the sense of belonging associated with sports and other group activities. They recognize that such experiences can impact students' lives in meaningful ways. Physical education teachers differentiate instruction to ensure participation and encourage the success of students at all ability levels. They identify student readiness to participate in activities and adjust their instruction to meet the individual needs of all learners, including those with exceptional needs as well as those for whom English is a new language. Accomplished teachers demonstrate skill and creativity when using instructional tools to target students with varied learning styles—visual, auditory, read-write, or kinesthetic—and thereby to support the effective instruction of all students. Physical education teachers thoughtfully determine which approach will assist each student in the most productive way.

Accomplished teachers create authentic learning experiences that help motivate students to apply healthy lifestyle concepts beyond the physical education classroom. For example, teaching students to in-line skate may seem more valuable when lessons are moved from the gym to community bike trails, skating parks, or a skating rink. Accomplished physical education teachers inspire students to become involved in the learning process and create a healthy vision for themselves. A teacher may, for instance, have students design personal pyramids of daily physical activity based on their own interests, skill competence, and wellness goals. Accomplished teachers encourage individual effort and facilitate cooperative learning concurrently so that students can meet their personal goals while contributing to their classmates' educational outcomes.

Accomplished physical education teachers integrate technology capably to enhance student engagement and learning. For example, a teacher may use heart-rate monitors or pedometers to assess, analyze, and record physical activity and skill progress or to provide students with immediate feedback on their fitness effort so they can increase the level of their activity from moderate to vigorous. Alternatively, a teacher may use social networking to collaborate with colleagues and develop a variety of learning activities. Physical education teachers realize that it is paramount to use technology effectively for preparation as well as instruction. Teachers remain open to learning about advances and developments that can help them improve student achievement.

Accomplished physical education teachers have a wide repertoire of effective methods they employ to gain the attention of students and help them remain focused. For example, a teacher may play exciting music, set specific time limits, or provide feedback to increase time on task and inspire students to maintain a high level of effort. Accomplished teachers modify their environments and activities as needed to optimize learning. They enhance the social interaction of students and maximize class participation by utilizing grouping strategies that respect the developmental level of every student and safeguard individual dignity. Physical education teachers employ local resources to engage students in different learning experiences. A teacher may thus convene a class session at a public golf course or

encourage students to participate in a regional fun run. Through physical education associations, alliances, and initiatives, teachers connect their students with learners worldwide and involve them in effective, creative programs sponsored by the larger health and fitness community. Accomplished teachers use a variety of educational strategies and settings to motivate and encourage their students to participate in challenging physical activities.

To encourage the integration of healthy lifestyle concepts throughout the school day, accomplished physical education teachers collaborate with educators in other disciplines. A physical education teacher may work with other teachers to structure activity breaks as opportunities to increase student attention and decrease anxiety. A physical education teacher may also partner with music, art, social studies, or mathematics teachers to design activities in which students enhance their enjoyment of physical activity while utilizing skills required in multiple subject areas. Accomplished teachers recognize the benefit of incorporating other educational content within physical activities when logical connections between subject areas can support student learning. A physical education teacher might have students use reading comprehension and problem solving skills to analyze information in a scavenger hunt and discover the route through an adventure course. A teacher might also have students calculate probability and percentages during free-throw shooting. Accomplished teachers purposefully seek ways to strengthen educational experiences and reinforce student learning by collaborating creatively with educators from other disciplines.

Accomplished physical education teachers utilize effective teaching practices and employ positive behavioral management strategies during every aspect of the classroom experience. They serve as mentors, developing meaningful relationships with their students to help them overcome difficulties, accept challenges, and achieve previously unattainable goals. Physical education teachers utilize feedback that is specific and constructive to engage students and help them build self-confidence. Teachers promote a sense of community within each class, encouraging students to work together, meet challenges cooperatively, and celebrate group success. To protect and nurture classroom communities, teachers quickly and firmly address bullying, harassment, harsh criticism, or inappropriate student remarks of any kind. Physical education teachers maintain fair and equitable learning environments by using inclusive, age-appropriate language when speaking with their students. They model considerate modes of interaction to teach and reinforce their students' understanding of and respect for differences in gender, culture, and ability. An accomplished teacher may thus pause within a lesson to address and explain the rationale for gender differences within fitness assessment guidelines. Physical education teachers ensure that students understand their expectations for appropriate interaction and work with students to foster mutually supportive learning environments.

Implementing Effective Pedagogy

Accomplished teachers are thoughtful about the lessons they design. They have

expert knowledge of physical education content and a strong understanding of their learning environments. Physical education teachers pace and demonstrate concepts and progressions effectively, and they implement instructional strategies appropriately for all students. Teachers observe, analyze, and assess their students, using suitable teaching opportunities to provide them with positive and timely feedback.

Knowing that students acquire motor skills progressively, accomplished teachers design their instruction by sequencing motor development in a suitably logical order. They teach skills within the appropriate context, in combination with the complementary development of related skills. Physical education teachers look for signs of maturing ability and address developmental variations as they occur. For instance, a teacher might design catching activities that advance from collecting a rolled ball to controlling a bounced ball and, finally, to catching a ball in flight. To improve skill development, accomplished teachers analyze student skills along a task analysis continuum and provide their students with feedback that targets critical elements and concepts. Physical education teachers give their students an appropriate amount of time to practice the skills they learn and provide them with opportunities for success at suitably challenging levels of difficulty.

Accomplished physical education teachers use a variety of strategies to meet the diverse needs of their learners, employing visual, auditory, read-write, or kinesthetic directions and descriptions as appropriate. Physical education teachers develop and utilize cue words and whole-part instructions to break complex skills into more simple components for the purposes of explanation and presentation. As experts in their field, and as educators knowledgeable about their students, accomplished teachers are familiar with instructional analogies and metaphors to which their students can relate. For example, an elementary teacher might compare a golf putt to the swing of an elephant's trunk, while a high school teacher might draw an analogy between the putt and the action of a pendulum. Accomplished physical education teachers provide their students with effective demonstrations and explanations of critical skills, concepts, and activities.

Accomplished physical education teachers modify goals and strategies as necessary to meet the challenges offered by student interest, physical and cognitive abilities, learning styles, and developmental levels. For example, to accommodate a variety of skill levels in a throwing lesson, a teacher may set up learning stations in which advanced students pass to teammates while defended, intermediate students work on lead passes, and novice students throw to a stationary target. Physical educators design instruction that is similarly appropriate for students with exceptionalities. Teachers apply their knowledge of students' medical conditions to deliver safe, effective instruction that meets students' needs. For example, a student who has atlantoaxial instability cannot safely perform a forward roll but may be challenged to complete a similar objective by executing a log roll. Accomplished teachers recognize circumstances that are unique to each learner and adjust their instruction accordingly.

Accomplished teachers use the physical setting of their classrooms as an effective teaching tool. They move purposefully throughout the gymnasium or playing area during instruction, keeping a broad field of vision for better management of the learning environment. They understand how their placement can facilitate smooth learning transitions as well as the quick reorganization of groups and individuals to make optimal use of class time and space. To ensure that conditions remain safe, physical education teachers instruct students about guidelines regarding the maintenance of personal and general space and plan their lessons appropriately. For example, when teaching space is limited, an accomplished teacher may create learning stations or employ modified equipment to accommodate larger groups of students within smaller areas. Physical education teachers plan, monitor, and modify their use of space to provide students with safe and effective instruction.

Promoting Student Success

Accomplished teachers use formal and informal assessment strategies routinely, employing formative and summative assessments to gauge and strengthen student mastery of skills and concepts. Physical education teachers structure lessons and facilitate connections between instructional experiences to help students contextualize their learning and promote their own development.

Accomplished physical education teachers utilize assessment seamlessly to inform and guide instruction by monitoring student and class progress. For example, a teacher may assess students prior to an activity to establish their experience and individual skill levels; the teacher could then use the results of this preassessment to design lessons for the class that challenge each student based on what that student needs to know and be able to do. Teachers encourage students to reflect on their skills and attitudes during and after physical education activities. They use student feedback gained through instruments such as skill demonstrations, entry and exit surveys, or reflection logs to enhance lessons by improving student comprehension and learning retention. Physical education teachers work in teams with their students, employing a combination of teacher- and student-led assessment to help students master skills and advance their learning. (See Standard VIII—Assessment.)

Accomplished teachers structure their lessons and employ instructional strategies skillfully to optimize student learning and success. Physical education teachers know that a well-sequenced lesson maximizes the time in which students are actively engaged while providing teachers with ample opportunity to interact with students. Accomplished teachers pace lessons effectively, providing appropriate transition time between activities while balancing moderate and vigorous physical exertion with skill development. Teachers question their students skillfully throughout activities and ensure that they have enough time to employ thoughtful closure strategies. Accomplished teachers use feedback to help them redirect, reteach, or adapt concepts as needed to make lessons more effective and help students achieve their learning goals.

Accomplished teachers use closure activities to facilitate student reflection and form logical connections between lessons and units. They highlight the main ideas of a lesson and allow students to relate concepts to previous learning. Knowing that closure supports learning retention, promotes confident participation, and instills positive feelings about classroom activities, accomplished teachers ensure that students leave the learning environment with both a teacher summary and an opportunity to evaluate their experience. For example, at the end of a lesson on the health-related components of fitness, a teacher may facilitate a discussion in which students describe how skill-related components learned in previous lessons influence the health-related components introduced in the current lesson. Accomplished physical education teachers use the information they gain from closure activities to inform their own reflections and make critical decisions for the sequence of subsequent lessons and units of instruction.

Conclusion

Accomplished teachers hold high expectations for all students and collaborate with them throughout the learning process to help students realize their fullest potential. They are dedicated to the education of their students and utilize accomplished teaching practices to support and improve student learning. Physical education teachers trust the abilities of their students and help them discover and develop their skills and strengths. The student-centered approach that accomplished teachers take allows them to partner with their students and help them reach meaningful personal goals. Physical education teachers focus on the positive aspects of their students' unique abilities to nurture the optimism and self-confidence that will motivate students to enhance their well-being.

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

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD I: School Counseling Program STANDARD IV: Counseling Theories and Techniques (part of) STANDARD VIII: Informational Resources and Technology</p>	
<p>OVERVIEW: Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school. (Standard I)</p> <p>Accomplished school counselors are skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. (Standard VIII)</p>	
<p>Standard I: School Counseling Program</p> <p>Accomplished school counselors serve as advocates and leaders for the development, implementation, and management of a school counseling program that is comprehensive, and they use the framework of such a program to organize their school counseling activities. They are expert in the elements of the program— foundation, delivery system, management system, and accountability—and their interrelationship. They deliver a program that is data driven, that is relevant to both students and the local community, and that focuses on academic, career, and personal/social competencies and on desired outcomes for student achievement. They clearly communicate the purpose and structure of such a comprehensive school program so that all stakeholders are aware of the importance of the program to the mission of the school and the success of its students. Accomplished school counselors use formal and informal assessments to evaluate students and programs. Using these data and their knowledge of students and the school community, they advocate for changes in the school counseling program to enhance effectiveness in achieving student outcomes, program goals, and the school’s mission.³</p>	

³ This standard includes material drawn from the following sources: American School Counselor Association (ASCA), *National Standards for School Counseling Programs* (Alexandria, Va.: Author, 1997). Gysbers, Norman C., and Patricia Henderson, *Developing and Managing Your School Guidance Program* (Alexandria, Va.: American Counseling Association, 2000). Moreno Valley Unified School District School Counseling Department, *Moreno Valley Unified School District Program Model* (Moreno Valley, Ca.: Author, 1999). Tucson Unified School District Guidance and Counseling Department, *Program Handbook* (Tucson, Ariz.: Author, 1999). Also consulted was ASCA, Draft, *National Model for School Counseling Programs* (Alexandria, Va.: Author, in press).

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<p>Foundations of the Program</p> <p>Accomplished school counselors know that the foundation of a school counseling program consists of its beliefs (i.e., philosophies and assumptions); mission; student competencies found in the academic, career, and personal/social domains; and program accountability. They can articulate how the program supports the mission of the school by promoting and enhancing the learning process of every student through integration of academic, career, and personal/social development.</p> <p>Using their knowledge of the history, theories, and techniques in their field, accomplished school counselors establish their own philosophy of school counseling programs. They believe that every student has a right to benefit from a school counseling program that is comprehensive and proactive and that focuses on prevention and on students' developmental needs. School counselors work to achieve support among all personnel involved in managing and implementing the program.</p> <p>Delivery of the Program</p> <p>Accomplished school counselors recognize that a school counseling program that is comprehensive has the potential to mobilize resources on behalf of every student. Through skillful planning and intentional allocation of their time, school counselors⁴ are able to shift their emphasis from reactive, responsive services to proactive, prevention activities that can reach more students. By changing their focus and time to reach every student in a meaningful way, they are better positioned to advocate for programs and policies that support academic, career, and personal/ social development.</p> <p>This school counseling program is student centered and outcome driven. It is a framework that facilitates communication among counselors and among members of a school learning community. Through this framework, school counselors join with instructional teams, administrators, parents,⁵ agencies, and business and industry to maintain high academic standards, increase safety and security, and invite every student to stay in school and reach new heights of success. School counselors also provide direct services to students and their parents and indirect services through teachers and other professionals. They are comfortable and skilled working with individual students, small groups of students, a full classroom, or the entire student body. They raise visibility of what they do and how they work, and they commit to being accountable for achieving student outcomes.</p> <p>Guidance Curriculum</p> <p>Accomplished school counselors deliver a guidance and counseling curriculum</p>	
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⁴ In this document, all references to *school counselors*, whether stated explicitly or not, refer to accomplished school counselors.

⁵ *Parents* is used in this document to refer to the primary caregivers and guardians of children.

composed of organized, sequenced objectives and activities centering on academic, career, and personal/social development of students. Through a systemwide needs assessment, school counselors identify student competencies for their schools. These competencies provide the content for their school counseling programs. (See Standard II—School Counseling and Student Competencies.) For example, after analyzing the needs assessment, the accomplished school counselor may determine that it would be necessary to deliver lessons on self-respect, study skills, critical thinking skills, résumé writing, interviewing skills, friendship skills, or personal safety.

The school counseling curriculum can be delivered in stand-alone lessons or integrated throughout the school curriculum. School counselors develop units with sequential lessons to achieve goals. Often, school counselors will team with classroom teachers on delivering lessons or will consult with teachers on how to integrate the school counseling curriculum into the teacher’s subject-specific plans. For instance, a school counselor could address character education or career planning in conjunction with a teacher’s literature lesson. School counselors also possess a broad repertoire of strategies to engage students in active learning. They may use simulations, games, structured activities, manipulatives, support groups, guest speakers, or discovery learning.

Individual Planning

Through effective assessment, advisement, placement, and follow-up, accomplished school counselors help students and their families develop and maintain a clearly identified but flexible direction while enrolled in that school. They systematically monitor students’ academic progress, present career development information, and provide counseling or references for personal/social development.

School counselors encourage high aspirations and challenging coursework in conferencing with student and parents. They also may facilitate student-led conferences where students share academic portfolios with their parents as they explore goals together. When a student is not demonstrating satisfactory growth in an academic program, the school counselor collaborates with teachers, parents, and students to design an academic program that more closely matches the student’s goals and aspirations and allows the student to experience success. School counselors help the students and their parents decide on proper placement and reasons for the lack of growth. If the issue is related to motivation, the school counselor works with the student and teachers to develop a plan to improve academic progress. As systemic thinkers, school counselors are comfortable with district, school, class, and individual records of progress and the future importance of these records to students. School counselors are able to interpret these records to inform all stakeholders of the progress of every student.

Responsive Services

The education community calls upon school counselors during times of personal,

interpersonal, or schoolwide duress. Accomplished school counselors respond quickly, calmly, and effectively to issues such as child abuse and neglect, grief and loss, suicide, violence, teasing, bullying, sexual harassment, and conflict. Skilled in teamwork, they are adept at forming, facilitating, and managing multidisciplinary approaches to problem solving on behalf of individual students, small groups, or the entire school. School counselors demonstrate effective individual and small-group counseling skills, and they form various student counseling groups that address the needs of the school. Accomplished school counselors consult with staff and other professionals and make appropriate referrals. When appropriate, they refer students with problems such as depression, eating disorders, and substance abuse to other appropriate professionals, or they collaborate with others to apply widely used interventions for these students.

Accomplished school counselors notice when individual teachers need support. Because school counselors are often the first to be aware of members of the school community who may be struggling, they are well positioned to serve as mentors, consultants, and referral agents. Teachers new to the profession or new to the school, as well as more experienced teachers, can benefit from a skilled school counselor who can help them cope with such issues as job stress and challenging student behavior. School counselors model stress management and demonstrate effective approaches for managing disruptive classroom behavior. They advise teachers on how and when to refer students for academic support and on ways to interact with parents.

System Support

Accomplished school counselors are in the unique position of viewing the entire school community and the entire academic, career, and personal/social development of students. They serve as a liaison among all of the stakeholders and the student in order to ensure successful student development. School counselors recognize that individual student success depends on cooperation and collaboration among all stakeholders. They facilitate communication among teaching staff, administration, families, student services personnel, agencies, businesses, and other members of the community for the benefit of all students.

As advocates for individual students, school improvement efforts, and the school counseling profession as a whole, accomplished school counselors provide visible school leadership and confront relevant, high-impact issues while they promote the wellbeing of every student. They help design, plan, implement, and assess schoolwide initiatives, such as academic improvement or anti-bullying programs. As specialists in human development, they are integral parts of school improvement teams that focus on the education of students. (See Standard III—Human Growth and Development.) They share responsibility with teachers and administrators for helping students meet academic standards and school goals.

Management of the Program

Accomplished school counselors are flexible thinkers who are willing to make adjustments to their program when presented with sound documentation to support new methods. They are innovative and balanced thinkers who combine their management skills, professional knowledge, and outstanding interpersonal skills to deliver a program that meets the missions and goals of the students, the program, and the school. Their belief in the value and potential success of all students as well as their own problem-solving skills and visionary perspective enable accomplished school counselors to act as advocates to maintain a student-focused program.

Management Agreements

When planning the school counseling program, school counselors work collaboratively with colleagues, including teachers and administrators, to establish clear agreements of responsibility. Accomplished school counselors are systems thinkers who intentionally use data, plans, and schedules to guide decision making. They share this information with administrators to reach a consensus on the organization and responsibilities of the school counseling department.

Action Plans

Accomplished school counselors use their strong organizational skills and available data to develop an action plan that addresses student competencies and matches these competencies appropriately to activities, materials, and curricula. Accomplished school counselors use these action plans to help students acquire, develop and demonstrate competencies within the three domains of academic, career, and personal/social development.

Use of Data

School counselors collect and evaluate process and outcome data using appropriate evaluative instruments; compare results with expectations; document short-, intermediate-, and long-range impacts of the school counseling program; and adjust the program accordingly. They show that each activity implemented as part of the school counseling program was developed from a careful analysis of student needs. For example, a school counselor who has collected data showing that 20 percent of students in the school have failed mathematics would use the data to create a conversation on the need for a plan to increase student academic success in mathematics. The educational team, of which the school counselor is a part, would determine what student competencies are required for success; develop a plan; determine where those competencies are being taught in the school curriculum, where additions need to be made, and how best to incorporate those competencies into the school day; arrange appropriate follow-up to evaluate the plan and make necessary changes; and use these data as part of an ongoing evaluation of the school counseling program.

Use of Time

Accomplished school counselors continually evaluate time allocations for the delivery of the school counseling program. They understand the necessity for program balance and maintain a balance among delivery system, management system, and accountability while understanding that student achievement is their main priority. They customize time allocations for their program based on sound evidence of student and community needs, and they do so in the spirit of contributing to the overall school mission. They recognize that the components of a school counseling program are not independent, but interdependent, which complicates accurate time-utilization studies. For example, is counseling a depressed student part of responsive services, or could the session be related to motivational issues that support a student's individual plan for meeting school and career goals? Accomplished school counselors deal with such ambiguities and maintain their commitment to students.

Calendars

Accomplished school counselors are able to view the entire school and school year with an eye to the importance of clear schedules and timing. They work with the school administrator to create a shared vision that ensures that the program's goals are obtained. They develop and maintain a master calendar that ensures that students, parents, teachers, and administrators know what is scheduled in order to optimize participation and planning. For example, the accomplished school counselor establishes a schedule for schoolwide counseling activities and provides that information to all involved parties.

Advisory Councils

Accomplished school counselors recognize the importance of involving all stakeholders as they consistently review their program in relation to best practices and align it with federal, state, and district requirements. They seek the input of others to review their program's goals and results. As a formal structure they may establish an advisory council that consists of students, parents, teachers, administrators, and colleagues who periodically review the program goals, competencies, and results and make recommendations to the school counseling department, principals, and others. Composition of the advisory council should reflect the diversity of the community and should include representative stakeholders of the school counseling program. (See Standard VII—Collaboration with Family and Community and Standard X— Leadership, Advocacy, and Professional Identity.)

Accountability of the Program

Accomplished school counselors accept accountability for the school counseling program and utilize data to report the effectiveness of the program to all stakeholders. They know that they must collect data both before and after the school

counseling activity in order to answer the key questions that underlie all of their choices—How were students changed? How was the school affected?

Accomplished school counselors collect, analyze, and evaluate data that link the school counseling program to students' achievements and academic successes. They use data to show what activities enabled them to achieve their planned goals and what activities need to be adjusted. They develop reports that include short-term, intermediate, and long-term results that become baseline data for continuous program improvement.

This accountability for the program includes evaluations of school counselors that reflect the unique training and responsibilities of their profession. Such areas as professionalism, program implementation, and program evaluation appear in the tools used to examine basic standards of practice expected from a school counselor. The accomplished school counselor uses these tools for self-evaluation and to create a professional development plan. (See Standard XI—Reflective Practice.)

The accomplished school counselor completes a yearly program audit for the purpose of collecting information to guide future actions of the program and to improve future results for students. Program results are shared with all stakeholders in order to promote collaboration that advocates for continuous and seamless student and program growth. (See Standard IX—Student Assessment.)

Accomplished school counselors recognize multiple opportunities to apply foundational knowledge and finely honed counseling skills in the delivery of the school counseling program. They are systems managers who use their excellent communication, relational, and group-process skills to address significant issues facing students, teachers, administrators, and parents. They believe in the importance of accountability in providing a school counseling program that provides for the success of every student. Through the interrelationship of all of these elements of the school counseling program, accomplished school counselors advocate for schools and students.

From Standard IV: Counseling Theories and Techniques

Whether working with individuals or groups, accomplished school counselors know how to build and maintain strong relationships with students, parents, and members of the faculty, staff, and administration. School counselors know and possess highly developed communications skills, including clear, concise writing; active, intentional listening; and excellent verbal and nonverbal skills that convey warmth, respect, and genuineness. The accomplished school counselor knows the importance of communicating effectively with students and parents whose primary language is not English and of securing interpretation and translation services as appropriate. They know how to nurture relationships while maintaining clear boundaries in their professional relationships. They have a strong command of the ethical codes of their profession. (See Standard X—Leadership, Advocacy, and Professional Identity.) School

counselors are trustworthy and demonstrate honesty, dependability, and appropriate confidentiality. They know how and when to involve other members of the student's environment and to do so in a way that preserves the counseling relationship.

Accomplished school counselors are expert in theories and policies related to multicultural counseling and differences among diverse populations. For example, a school counselor encountering conflicts among cultural groups in a school would know appropriate mediation strategies for such conflicts. School counselors are widely read on multicultural issues and share their knowledge with their colleagues. They also possess self-knowledge of their personal values, beliefs, and prejudices about multicultural and diversity issues and how they affect the counseling relationship.

In addition to these counseling processes, accomplished school counselors have deep understanding of issues that allow them to provide assistance and resources within the context of a school counseling program. For example, they understand the stages of grief and how to make appropriate interventions based on these stages. They understand the emotions and experiences commonly associated with divorce, as well as types of coping skills to recommend to students. They understand strategies for anger management and conflict resolution. Similarly, they understand the effect on students and families of transitions, such as those from grade level to grade level, school to school, family to family, or city to city, and they are knowledgeable about theories and practices for helping students work through such changes. Accomplished school counselors possess knowledge of strategies appropriate to particular conflicts or issues, such as play techniques, art techniques, journal writing, and character education strategies, and they know how to tailor interventions to students of particular developmental levels.

Accomplished school counselors understand the relationship between motivation and behavior and know how to articulate theories of motivation and change to stakeholders. They understand basic human needs and how individuals attempt to fulfill them, sometimes productively, sometimes ineffectively or dangerously. They are able to identify student motivation issues, and they know techniques that help students increase their motivation. School counselors collaborate with the educational community to ensure that the school's practices, expectations, and climate engage learners in meaningful ways. They help students understand the relationship among motivation, effort, and achievement at school.

Standard VIII: Informational Resources and Technology

Accomplished school counselors understand that appropriate and high-quality informational and technological resources are vital to high-quality education. Lifelong learners themselves, they combine a thorough knowledge of traditional resources with informed awareness of the newest resources in their field. Accomplished school counselors are adept at determining the effectiveness and appropriateness of varied resources for their student population.

Accomplished school counselors are proficient at selecting academically sound materials that have true educational merit and that meet their curriculum goals. They conscientiously collect resources that will enable them to improve student learning, including print and nonprint resources, Web-based materials, and emerging technologies. Accomplished school counselors review new materials to determine how to incorporate them effectively into their program. They select and develop resources that can be used to address a range of educational objectives in the academic, career, and personal/social domains. They evaluate materials for quality and suitability, and are sensitive to their use by students with differing learning styles, multiple intelligences, exceptional needs, special talents, and various language backgrounds. They also select resources that are diverse in form, style, theme, gender, cultural content, and level of difficulty.

Viewing colleagues and the community as important resources with whom they can collaborate and enrich learning experiences, accomplished school counselors willingly share resources and encourage others to do so. They model for students the importance of collegiality in obtaining resources. Within their schools and districts, they work cooperatively with library media specialists and technology coordinators. They also identify community resources by collaborating with colleges, universities, government bodies, and other institutions to promote student learning in the areas of academic, career, and personal/social development.

Accomplished school counselors use their broad knowledge of resources to integrate learning for all students. They actively contribute ideas about resources to multidisciplinary teams that seek curriculum integration to help students become successful academically, vocationally, and personally. Accomplished school counselors also identify academic content standards that relate to interpersonal skills and provide resources to teachers to support student skill development.

Accomplished school counselors recognize the increasing importance of technology as a tool for working with students. For example, to enhance student career-development activities, they may help students use computerized career courses, inventories, and other pertinent resources. They use software and technological resources to assist in many student interventions, including educational and training opportunities, employment opportunities, scholarships and financial assistance, and personal/social information. School counselors understand the opportunities technology provides to encourage a global perspective among students within the realm of academic, career, and personal/social learning. For example, a school counselor interested in increasing awareness among students of universality of adolescent behavior in a global context might establish a videocam exchange with students in Singapore to discuss adolescence in different cultures. School counselors are aware of and familiar with assistive technologies that increase success for students with exceptional needs. They may, for example, advocate for a voice simulator for a student who is without speech or help students gain access to updated tools for visual enhancement.

In addition to using technology to support their work with students, accomplished school counselors recognize the increasing value of technology in working with their own program and with parents and the community. School counselors view informational management and organization strategies as necessary tools for accessing resources and monitoring student success. They recognize the timesaving capabilities of managing student data electronically and seek out emerging innovations that allow reallocation of their time for direct student contact. For example, they may use graduation-credit worksheets and four-year planners to track the academic development of each student. Through technology—such as e-mail, voicemail, and Internet sites—school counselors in isolated locations can make and maintain connections with professional organizations, colleagues, and other stakeholders. They may share parenting-skills sites or update counseling resources with other stakeholders. They have a thorough knowledge of the legal and ethical codes that relate to the use of school counseling services via the Internet, and they clearly communicate these codes to others. (See Standard X—Leadership, Advocacy, and Professional Identity.)

In situations in which funds are limited, particularly in terms of technology, accomplished school counselors are models of resourcefulness. While proactively working to rectify inequities in resources within the school, school counselors distinguish themselves by locating external resources. They might write grant proposals, ask for donations, seek sponsorships from businesses, or access other resources in the community. (See Standard VII—Collaboration with Family and Community.) School counselors recognize and utilize informational resources and technological tools that are goal oriented and student focused. Their ability to use available resources—however limited or extensive—to promote effective learning while advocating for equitable attainment of resources is what distinguishes them as accomplished in their use of resources.

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

SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD III: Curriculum and Instruction	
OVERVIEW: Accomplished science teachers thoughtfully and deliberately implement a standards-based curriculum using a variety of high-quality instructional strategies and resources to enhance student learning.	
<p>Introduction</p> <p>Accomplished science teachers realize that the term curriculum has no single, simple definition or universal meaning. Curriculum has many dimensions and educators view it through many different lenses. Accomplished science teachers recognize that a high-quality science curriculum includes standards-based content plus scientific skills and practices. The curriculum also consists of learning goals and objectives and the pacing for delivering content and skills. Accomplished teachers realize that curriculum is more than the content that teachers deliver; curriculum consists of systematically planned and guided learning opportunities that are different for each student. Accomplished teachers know that a robust curriculum develops in students deep understandings of natural phenomena and the ability and willingness to apply those understandings to complex, real-world problems.</p> <p>Accomplished science teachers deliver curriculum through thoughtful, well-intentioned instruction. Teachers deliberately employ a variety of research-based instructional strategies, and they select, adapt, and create instructional resources that support active student exploration and understanding of science. Accomplished teachers act as facilitators of students' intellectual explorations, guiding students toward scientifically valid mental constructs about the natural and engineered worlds. Teachers create a space where students can flourish by encouraging them to take responsibility for their own learning and by promoting scientific discourse among students. Accomplished teachers make the process of inquiry central to their instruction.</p> <p>Curriculum</p> <p>Accomplished science teachers recognize the hallmarks of a well-developed curriculum. It must be aligned to national and state standards and to the unifying concepts of science. (See Standard II—Knowledge of Science.) It must be developmentally appropriate, culturally relevant, and pedagogically sound. It must encompass strategies for building conceptual understanding and opportunities for inquiry. A high-quality science curriculum is purposefully designed, is based on a sequential progression toward scientific understanding, and allows for multiple access</p>	

points for different students. The ultimate goal of science education and thus of a high-quality science curriculum is to develop members of society who can apply their science understandings to their daily lives.

Accomplished science teachers make many curricular decisions, whether or not they have the opportunity to select their textbooks, select standards-based content, or determine sequence and timing. Teachers make curricular decisions such as selecting ancillary materials, organizing outside resources such as field trips, providing enrichment activities for students with exceptional needs, making modifications in sequencing, contextualizing lessons for the local population or specific student needs, and making cross-disciplinary connections. Teachers base curricular decisions on considerations such as the availability of resources; the characteristics of high-quality curriculum materials; standards; current research on how students learn science; and the assessed needs of students, teachers, and the community. Teachers recognize the complexities of teaching and learning science, and they select, design, and utilize curriculum materials that support rigorous and relevant science instruction, meet the needs and interests of diverse learners, and engage students.

When it comes to choosing, developing, or enhancing the curriculum, accomplished science teachers see themselves as members of a learning community. They collaborate to plan and develop comprehensive science programs. Whenever possible, teachers take advantage of opportunities to develop or select science curricula, advocate for purposeful curricular choices aligned with standards, and seek out information about the known effects of the curriculum on student learning. Teachers may augment the existing curriculum to provide opportunities for students to further explore additional relevant or engaging science topics in order to deepen core conceptual understandings. Accomplished teachers are mindful of curricular goals and use them to guide instruction.

Instruction

Philosophy and Important Principles

Accomplished teachers have deep science content knowledge and specific pedagogical content knowledge that they apply to provide high-quality instruction. Accomplished teachers use instructional strategies that match the thinking required by the curriculum and the needs of the students. Teachers are able to make connections between the curriculum and students' prior experiences, prior knowledge, and everyday understandings.

Accomplished science teachers draw on their knowledge of crosscutting principles such as patterns of change and cycles to help students identify connections across science disciplines. Teachers make learning relevant by connecting science lessons to current or historical events. Accomplished science teachers realize that the process of making meaningful connections supports conceptual understandings that help develop the unifying concepts of science.

Accomplished science teachers mirror the processes that scientists use in their efforts to understand the world; by doing so, teachers help students develop an understanding of how scientific knowledge is generated. Teachers guide students to develop the habits of mind of scientists, the capability to engage in scientific inquiry, and the skills to reason in a scientific context. Accomplished teachers understand that, ultimately, students should be able to hypothesize, model, develop explanations from evidence, and engage in scientific discourse. Students should also become critical consumers of scientific information. (See Standard II—Knowledge of Science.)

Accomplished science teachers instruct their students in scientific inquiry. Teachers realize that establishing an inquiry-based classroom helps students develop deep understandings of science and a sense of ownership over their own learning. Accomplished teachers foster their students' intellectual independence—at first, modeling and demonstrating thought processes for students, and gradually making way for increasingly student-generated questions. Teachers understand that self-directed learners become more effective lifelong learners. Accomplished teachers also understand that students' ability to apply knowledge to novel situations is directly related to the depth of their understanding of what they have learned.

Methods and Strategies

Accomplished science teachers identify and use appropriate methods and strategies to improve student learning. They develop an instructional framework of short- and long-term goals based on each student's knowledge and abilities. Teachers involve their colleagues and the students themselves in this process. Teachers use assessment to select appropriate individual and classroom goals and strategies and to determine whether those goals have been met and those strategies have been effective. Planning is based on department or schoolwide data as well as data collected from whole-class and individual assessments. (See Standard IV— Assessment.)

Accomplished teachers understand student conceptual development and often anticipate and solicit student preconceptions—whether accurate, inaccurate, or underdeveloped—related to a given topic. When necessary, teachers take steps to help students reconstruct their thinking through appropriate activities that show the discrepancy between their original conceptions and more scientifically accurate explanations.

Accomplished science teachers use a variety of means to engage students in learning. They frame the content of their lessons with intriguing examples relevant to students' everyday lives, such as current events, pop-culture references, and modern technology. Teachers use essential questions to focus student thinking and foster intellectual curiosity. Accomplished teachers understand that students will be motivated to perform best when instruction is appropriately challenging; therefore, teachers provide opportunities for students to work at a level of difficulty that is slightly above their comfort level. Accomplished teachers understand that students come with different interests, readiness levels, and learning profiles, and teachers tailor instruction to

maximize learning. Teachers foster student interest by having students make predictions before starting investigations, exploring questions that have meaning to students' lives, and using discrepant events that confound students' expectations. (See Standard I—Understanding Students.)

Once students are engaged in a topic, accomplished teachers create a space in which students can explore their ideas. Through lab experiments; field experiences; simulations; physical and mental models; regional, state, and international science and engineering competitions; and other methods, teachers involve students in conducting their own scientific investigations. Teachers use cognitively appropriate scaffolds to support guided investigations, including inquiry. Student explorations take place through hands-on experiences, interactive lectures, or thought experiments. Teachers guide students to propose tentative claims based on their evidence and reasoning. (See Standard II—Knowledge of Science.)

Accomplished science teachers understand that in order for students to learn how to view the world through a scientific lens, they must have abundant opportunities to practice the myriad skills involved in scientific inquiries. Accomplished teachers understand the continuum of scientific inquiry, from highly teacher-directed to student-led investigations. Teachers know the instructional value of using different levels of inquiry in teaching, and therefore they deliberately structure investigations to match student abilities. Teachers scaffold the development of scientifically oriented questions by providing question stems and instruction on how to identify rich and robust, testable questions. They help students understand that different kinds of questions lead to different types of scientific investigations. For example, a student question such as "Does ice melt faster in different liquids?" leads to a controlled experiment; whereas a question about how water evaporates and condenses may lead a student to construct a physical model to demonstrate their current scientific understanding. Investigations may range from observing and describing objects, organisms, or events to collecting specimens, conducting experiments, and collecting data. Teachers support students in developing and using physical and mental models to understand natural phenomena. Accomplished teachers know that students must have frequent opportunities to take part in science investigations, and that these investigations must be followed by designated time for students to reflect on the significance of what they have done. Accomplished teachers promote long-term investigations and authentic student research in and beyond the classroom. These could range from technologically advanced professional laboratory experiences to field observations on school grounds.

Accomplished science teachers teach students effective methods for documenting, communicating, and justifying their explanations. These methods include but are not limited to writing laboratory reports, preparing presentations and posters with graphs and visual displays, and making documentaries. Teachers help students learn how to interpret and draw conclusions from both qualitative and quantitative data. Teachers anticipate that when their students pursue open-ended inquiry, the results will be unpredictable, and teachers are willing to facilitate students in making sense of

whatever data emerges. Engaging in the processes of science implies experiencing all the sensations of scientists, including frustration and confusion; accomplished teachers help students navigate the obstacles as well as the triumphs of inquiry.

Accomplished science teachers are skilled at employing meaningful classroom discourse to help students understand science, reflect on how their ideas have changed as a result of instruction, and uncover and resolve persistent naive conceptions. Teachers initiate and facilitate discussions. They use skillful questioning and provide clear explanations, prompt students to question each other, and encourage healthy but polite skepticism. Through purposeful conversations, students of accomplished teachers refine, articulate, and elaborate their own understandings of natural phenomena while developing an understanding of the rules of evidence and the modes of argument that guide the inquiry process. Students learn to communicate complex scientific ideas using appropriate academic and scientific vocabulary.

Accomplished science teachers make corrections when an activity falters and seamlessly improvise when an unanticipated learning opportunity presents itself. They willingly allow student thinking to drive a lesson but make sure that the lesson adheres to both its conceptual framework and its key learning goals. As a result, students have a stake in what happens in science class, even though their every suggestion may not be pursued.

Accomplished teachers invite students to explore science connections across the curriculum rather than adhere rigidly to disciplinary boundaries. Teachers understand that deepening students' knowledge of the world, ability to use language, understanding of technology, command of mathematics, and growth in science literacy are inextricably intertwined processes. Teachers regularly encourage students to apply the abilities and understandings of scientific inquiry across every facet of the school curriculum. Applications could range from analyzing the impact of a historical event on a particular scientific development to conducting large-scale interdisciplinary projects involving multiple content areas.

Accomplished science teachers realize that it is their responsibility to teach students certain literacy and mathematics skills. For example, students need explicit instruction in how to read a scientific text and how to write a lab procedure. Teachers help students learn how to comprehend highly technical scientific terminology and how to interpret visual features such as diagrams and charts. Teachers model how to use evidence and claims in scientific writing. Additionally, accomplished teachers provide explicit instruction in the application of mathematical tools to science. They help students learn mathematics in the context of science explorations; their students learn to use mathematical reasoning skills to discern relationships in scientific data. This includes applying mathematical formulas, graphing and interpreting relationships, and using scale and proportion.

Resources and Instructional Materials

Accomplished science teachers are innovative in their ability to select, adapt, and create instructional resources—including print, laboratory, technology, and community resources—that support active student explorations of science. Accomplished teachers use instructional resources to engage students in meaningful learning and to support multiple learning styles. For example, when teaching about the seasons, an accomplished teacher may use texts, diagrams, access to a planetarium, globes and flashlights representing the Earth and Sun, or digital simulations to help students understand the relationship between the tilt of the Earth and the seasons.

Accomplished science teachers use a variety of text resources to support instruction. These resources may include textbooks, periodicals, peer-reviewed journals, and digital literature. Teachers use these materials to support the development of student literacy and to deepen conceptual understanding.

When helping students engage in the processes of science, accomplished teachers provide students with equipment and other resources as similar as possible to those used by practicing scientists. For example, teachers provide students with electronic data-collection devices, professional glassware, and microscopes when these are available. Accomplished teachers may leverage community connections to expose students to authentic research through apprenticeships, shadowing experiences, virtual and physical field trips, or guest speakers.

Accomplished science teachers understand that, due to technology, there has been a rapid increase in the availability of information related to science. Accomplished teachers actively seek to have students take advantage of the constantly evolving tools of technology. They teach students how to identify, retrieve, evaluate, use, and synthesize reliable and relevant information from multiple sources. Teachers model strategies for determining the credibility of information, particularly when students are using the Internet.

Diversity, Fairness, Equity, and Ethics

Accomplished science teachers understand that science needs to be accessible for all students, regardless of their culture, gender, socioeconomic background, learning abilities, language, or career aspirations. Teachers ensure fairness in the classroom by providing all students with equitable access to high-quality curriculum and instruction.

When designing or choosing curriculum and implementing instruction, accomplished science teachers accommodate students' sociocultural needs and backgrounds through a combination of culturally relevant and culturally responsive teaching. Culturally relevant teaching refers to the deliberate planning and employing of curriculum materials and instructional strategies based on students' cultural experiences. Culturally responsive teaching occurs when teachers use students' knowledge and experiences to modify or expand instruction. For example, a teacher in a community in the southwestern United States where adobe house construction is widespread might ask students why thick walls are useful in a hot climate. The teacher

could then use student responses as a springboard to an investigation of the insulating properties of various construction materials and the scientific principles underlying insulation.

Accomplished teachers know their students' background experiences, understand each student's background, and respond quickly to address student needs. For example, during a lesson on energy, a teacher might recognize that some students have no familiarity with roller coasters—a traditional example used to illustrate energy transfer. An accomplished teacher would purposefully provide a common experience such as a pendulum demonstration to illustrate the concept to the broadest possible audience.

Accomplished science teachers are aware of socioeconomic disparities within the classroom. They are mindful of their expectations of students with regard to modes of transportation, school supplies, and availability of time outside of class. They work tirelessly to create opportunities so students are in a position to succeed. For example, in the case of students who are not able to afford field-trip fees, an accomplished teacher would obtain the necessary funds through donations or other fundraising. The teacher would address socioeconomic disparities in a sensitive and professional manner.

Accomplished teachers know that some students can bring rich insights to the classroom based on where they have lived or traveled. Immigrants, refugees, students of migrant families, and students with extensive travel opportunities can bring different perspectives to the classroom. For example, students who have lived in or visited the countryside may have a clearer visualization of the stars at night than students who have grown up in urban areas, whereas students who have seen the ocean may have a better understanding of ocean waves than students who have always lived inland. Accomplished teachers realize that diverse perspectives arise from far more than just geographical backgrounds, and they give all learners opportunities to share their experiences and observations for the enrichment of their peers.

Accomplished science teachers understand that inquiry is one instructional strategy that can be a powerful tool for addressing diversity, ensuring fairness, and promoting ethics. Through inquiry, teachers can link the crosscutting concepts of science with the social implications, ethical ramifications, and societal impacts of science. Teachers help students connect scientific knowledge to such concerns as personal and community health; population growth; natural resources; environmental quality; human-induced hazards; and science and technology in local, national, and global challenges. For example, if the local community were considering a new development project in a wetland, students might research the topic and engage in community discourse regarding the issue.

Accomplished science teachers recognize their ethical responsibility to act with impartiality in regard to sensitive subject matter. For example, a teacher might present scientific knowledge related to embryonic stem cells but would scrupulously avoid infusing the discussion with any references to the teacher's personal beliefs about the

moral decisions related to how stem cells should or should not be used in medicine. Teachers also provide opportunities for students to wrestle with the ethical dimensions of science in order to improve their understanding of the nature of science.

Reflective Practices

Accomplished science teachers are reflective practitioners who constantly strive to become masters of their professions by analyzing and evaluating student outcomes in order to determine the effectiveness of their teaching. As teachers reflect on their practice and assess their effectiveness, they adapt, revise, and strengthen their instruction and curriculum to better meet the needs of students.

Accomplished teachers reflect on whether their curriculum is meeting instructional goals and objectives. They ask themselves if students are meeting the standards and are prepared for the future. When teachers find that the curriculum does not meet their expectations, they seek ways to enhance the curriculum or advocate for improvements in the adopted curriculum.

Reflective science teachers make use of many opportunities to analyze their own instruction. They may maintain a journal, videotape and watch their own teaching, or enlist a peer to observe their classroom. They reflect on whether the methods and strategies used in delivery of science curriculum are effective. While reviewing their instruction, they seek evidence of student engagement and learning. They look to see that not only does their instruction match the learning goals, but that it engages the learner, provides for learner exploration, facilitates sense making, and offers opportunities for applications.

Accomplished science teachers reflect in teaching by making on-the-spot adjustments to their planned instruction when necessary. For example, during a lesson about cell reproduction, a teacher might realize that the students do not understand why organisms need to produce more cells to grow rather than simply having their existing cells get larger. The teacher might then improvise, creating an analogy between the nucleus of the cell and a cell phone tower. The teacher would prompt a discussion of the fact that the farther away one is from a cell tower, the more difficult it is to get a signal. Students would then realize as a cell grows, it becomes harder for the nucleus to send signals related to cell functions to those organelles that are far away.

Accomplished science teachers can explain not only what they have taught and how they taught it, but why they chose specific instructional strategies. For example, a concept such as the water cycle can be taught in a variety of ways. An accomplished teacher might provide a partially completed diagram to allow visual learners to show their understanding by coloring, labeling or completing the diagram. Another student might be encouraged to demonstrate their knowledge of the topic through a video or by creating a poem or story. Students who are kinesthetic learners might be given the opportunity to investigate the water cycle by creating a working model to share with the class. Each strategy should give students opportunities to pose and investigate

questions as well as to provide context for scientific discourse. Regardless of the selected strategies, accomplished teachers reflect on how effective the approach was at generating student understanding of the topic and what might be done to improve the process in the future.

Accomplished science teachers reflect on the instructional resources they have employed to ensure that the resources support active student learning. Teachers look for ways to update resources as well as ways to use resources more effectively—including improving student access to resources.

Accomplished science teachers pay careful attention to whether the opportunities for student inquiry engage all students in learning science. They reflect on whether their instruction encourages students to take responsibility for their own learning. Teachers analyze their effectiveness in fostering student discourse about science. Accomplished teachers also reflect on whether students are able to think scientifically and apply their knowledge and skills meaningfully.

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

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD II: Developing Social Understanding, Engagement, and Civic Identity STANDARD IV: Instruction</p>	
<p>OVERVIEW: Accomplished social studies–history teachers develop students’ knowledge, skills, and attitudes necessary for social understanding and civic engagement and facilitate students’ development as decision makers involved in public discourse and action at the local, national, or global levels. (Standard II)</p> <p>Accomplished social studies–history teachers recognize that excellent instruction depends on skilled organization and creative interweaving of curricula, varied instructional strategies, meaningful assessment, and supporting resources that engage students with content, provide meaningful and instructive feedback, and promote a love of learning. (Standard IV)</p>	
<p>Standard II: Developing Social Understanding, Engagement, and Civic Identity Introduction</p> <p>Accomplished social studies–history teachers teach their students and the content with purpose. Teachers recognize that students are not blank slates and that they enter the classroom with perspectives, attitudes, and beliefs. Teachers provide students with opportunities to develop key traits associated with purposeful civic decision making, including using evidence, placing ideas and events in historical context, demonstrating open-mindedness, dealing with complexity, and committing to informed civil discourse and diversity. In order to develop and refine students’ voices, teachers engage them in a process of defining, shaping, and refining democratic civic ideals by serving as active participants in their communities.</p> <p>Developing Social Understanding</p> <p>Accomplished teachers facilitate students’ ability to analyze and value the role of the individual in complex social systems. Teachers guide students in recognizing that the overall nature of society is tied to the identities of individuals and social groups within it and that there are multiple perspectives on both the nature of social systems and the responsibilities of individuals within them. Teachers facilitate students’ abilities to incorporate higher-order thinking processes to understand complex social systems. For example, teachers examine how the choices we make as</p>	

consumers affect global employment patterns, international trade, and environmental sustainability. Teachers provide students with opportunities to examine the impact of their choices on themselves and on others locally, nationally, and globally.

Accomplished teachers facilitate students' understandings of how societies operate and how this applies to their lives and communities. Teachers structure activities and provide tools to deepen students' understandings of their social and civic identities. For example, during a unit of study on the historic rates of voter participation in the United States or other countries, a teacher might have students research the voting patterns in a recent local election for comparison and analysis of spatial and demographic characteristics of voter participation.

Accomplished teachers recognize that the ideas and skills students learn through individual study; in discussion; and in heterogeneous, cooperative work are an important part of how young people come to know their society and the ways it operates. Teachers know the ways in which values, ethics, and ideals can provide guidance for societies and for people in these societies. Classrooms are places where students see connections between the past and the communities they live in today. Teachers use their content knowledge to contextualize their students' strategic thinking about critical issues of the communities in which they are members.

Fostering Reasoned Decision Making and Engaging in Public Discourse

Accomplished teachers prepare students to be reflective thinkers and decision makers. Teachers employ a variety of activities to engage students with content, including reasoning, disciplined inquiry, and conceptual understanding. Teachers know students need to become reflective citizens who use evidence to scrutinize their own and others' actions, frames of reference, and ways of thinking. In order to advance civic discourse, teachers provide opportunities for students to develop disciplinary thinking skills, such as problem solving; critical questioning; comparing; drawing inferences; and synthesizing ideas and opinions in a creative, cogent, and persuasive manner. For example, teachers might assign students to survey their communities and determine the needs of a particular group, such as senior citizens, teenagers, or pre-schoolers. Students then identify a problem, research possible solutions, and develop a cost-benefit analysis of long- and short-term effects. Next, students establish a campaign to ask critical questions; draw comparisons from other similar communities; create petitions; write supportive letters to a local newspaper; invite media coverage; and design, develop, and deliver a formal presentation to appropriate stakeholders.

Accomplished teachers model and practice with students the kinds of reasoned decision making that conscientious citizens are called upon to do, and they encourage students to reflect on how their own beliefs, insights, and knowledge guide their thinking. Teachers provide opportunities for students to see that the kinds of judgments they are called upon to make do not take place in isolation from other

persistent public policy issues, nor do they exist in an ethical vacuum. Teachers place before students real cases in which two or more legitimate social goals are in conflict so that students can begin to appreciate that multiple parties in many debates may each be arguing from responsible, principled positions. Teachers encourage students to develop reasoned conclusions even when they differ from the teachers' own.

Accomplished teachers recognize the critical importance of public discourse in the civic life of the nation and invite students to practice and model the skills necessary to participate effectively in respectful public conversations. Teachers may engage students in deliberations about the medical, legal, economic, and ethical issues of bioengineering, for example. Teachers might invite local legislators into the classroom for a conversation about a controversial piece of legislation or about the process of debate and compromise required to reach consensus. Teachers create forums for authentic discussion and debate of controversial public issues in which students construct informed positions, express these positions orally and in writing, and justify them with reasoned arguments.

Facilitating Civic Engagement

A democratic society depends on citizens' participation in public life and the exercise of their rights and duties as citizens. Accomplished teachers facilitate students' understandings of the rights established in the U.S. Constitution, the Bill of Rights, state and local laws, and international documents such as the Universal Declaration of Human Rights and the Geneva Convention. Teachers also guide students' understandings of how these rights provide a foundation for ongoing civic engagement in today's world, and how reality often fails to match the ideals expressed in these documents. Teachers develop students' abilities to engage in a variety of forms of civic action to preserve valued social institutions and practices, as well as to bring about desired social changes.

Accomplished teachers know it is important for students to feel a sense of personal responsibility and agency in their communities and provide opportunities for students to recognize that individuals, acting both alone and with others, can make a difference in schools and the larger community. For example, a teacher may help the school's human rights club organize a benefit showing of a movie on child soldiers to raise students' awareness of the issue and to allow them to make personal connections to the world history and geography curricula. Teachers work with students to broaden their definition of civic engagement beyond politics per se to include social clubs, religious groups, community action organizations, and any of the many groups that are part of the nation's civic fabric.

Voting is a critical part of civic engagement, but so too are other forms of participation, such as political activity, social advocacy, and community organization. Students may have the opportunity to participate in a range of civic activities such as engaging in volunteer work, organizing petitions, writing letters to the editor, or serving on or testifying before advisory boards. For instance, after investigating a

local environmental issue, a class could develop policy suggestions and mobilize community support through posters, public speaking, and community events. Teachers also encourage students to take responsibility and become involved in leadership and governance of the school community and other organizations.

Teachers facilitate students' understandings of the variety of ways in which established democratic institutions and procedures can be used to effect lawful social change. They create opportunities for students to understand how the legal system and an independent judiciary can be used to uphold the ideals expressed in the U.S. Constitution. Teachers may provide students with opportunities to support, oppose, or suggest legislation by contacting local, state, or national legislators. They might also encourage students to contact or become involved in governmental regulatory commissions and agencies. For example, a teacher may help students apply for a summer internship on a state public utilities commission.

Teachers also examine the role of organized, purposeful dissent in the life of a democratic community. They allow students to explore the variety of ways people have expressed dissent, such as civil disobedience and public expression, in both historical and contemporary settings. For example, students might study how the U.S. Civil Rights movement was part of a broader, worldwide effort to bring about social and political equality and how it inspired and was inspired by similar movements around the globe.

Providing a Framework for Civic Identity

Accomplished teachers assist students in developing an understanding of the complex nature of U.S. identity. This identity includes a deep understanding of our national heritage, ideals, and founding principles, as well as the knowledge, values, and skills important to functioning in a pluralistic democratic society. Teachers provide opportunities for students to explore how national identity involves appreciation of the ideals of democracy and a willingness to strive for their realization. For example, teachers might have students identify the principles found in the Declaration of Independence, the Federalist papers, and the Constitution, and then discuss how the application of these ideals has changed over time and how these ideals apply to current issues. Students could also look at changing definitions of U.S. identity throughout the nation's history.

Accomplished teachers help students recognize that they are not only national citizens, but also members of larger communities for which they have responsibilities. Teachers know the world students will enter as adults is characterized by economic, political, and cultural connections. Teachers recognize students' lives will be shaped by these dynamics; moreover, students themselves will have a growing impact not only in their local community and nation but also upon people around the world. Therefore, it is important that teachers foster students' awareness of customs, values, needs, and rights of others outside their immediate community and society.

Accomplished teachers provide opportunities for students to consider their shared humanity with others at home and around the world, as well as the nature of their responsibilities for those within and beyond national borders. Teachers assist students in developing a body of knowledge about the world, its people, and its history that will develop the habits of mind and abilities important for living and acting in this interconnected world. For example, teachers might have students analyze how the demand for oil in North America affects the environment, economy, and people of oil-producing countries, including their standards of living, human rights, political structures, social and cultural interactions, and environmental degradation. Teachers engage students in activities that lead them to an awareness of the complexity of global economic, environmental, and social issues and the ways in which they can address such issues, including making daily decisions as consumers, listening to other points of view, and planning solutions and actions.

Standard IV: Instruction

Introduction

Accomplished social studies–history teachers recognize they are facilitators of student learning. To that end, teachers innovatively and creatively provide and help students connect with content. As a result, teachers consistently make careful, thoughtful decisions as they organize curriculum, locate and evaluate resources, select and implement instructional strategies, and develop multiple forms of assessment. From data collected using formal and informal assessments, teachers reexamine their curricular choices and adjust instruction as necessary. They make decisions based on their deep understanding of students, subject matter, and standards and curriculum requirements; their involvement in professional associations and collaborations; their familiarity with educational theory and research; and their knowledge of students’ experiences in and outside the classroom.

Curriculum

Accomplished teachers recognize that curriculum must be intentional, structured, and purposeful to engage students in learning. Teachers use the social studies–history curriculum to address students’ background knowledge and experiences, including their misconceptions. Teachers also incorporate other disciplines into the social studies–history curriculum.

Accomplished teachers plan, structure, and organize curriculum that links both to academic disciplines and to standards and curriculum requirements in order for instruction to be meaningful for students. Using deep content knowledge, teachers are able to identify how to go beyond the given curriculum to enhance students’ knowledge. For example, in teaching the American Revolution, teachers might have students explore the transatlantic effects of the revolution on other political movements such as the French and Haitian Revolutions. In comparing these revolutions, teachers might ask students to examine multiple perspectives of participants such as enslaved and formerly enslaved peoples, indigenous Americans,

men and women, and people from different social classes. Students might also examine how ideas of popular sovereignty and nationalism played out in different ways, as well as how the roles of minorities evolved in newly developed nations.

Accomplished teachers ensure curriculum builds upon their students' background knowledge, concerns, and experiences. For example, teachers may take into account students' knowledge of place when discussing local geography. At a school near a major shipping port, teachers may ask students to examine global connections through trade and transportation to their city and region. At a school near a national border, teachers may deal with the laws, social justice, employment, and security of legal and illegal immigration. These connections may not only deal with close physical and temporal proximity, but also may connect to students' conceptual interests and concerns. For example, teachers could use students' conceptions of leadership as an entry point to studying power hierarchies in Tokugawa Japan.

When possible, accomplished teachers organize curriculum around multidisciplinary themes within social studies—history and with other content areas such as English, science, and mathematics. They recognize social studies—history cannot be taught effectively in a vacuum, and the more connections students make among the various social studies—history disciplines, other academic content areas, and the world around them, the more engaged students will be and the more meaningful and enduring students' learning will become. When teaching about immigration, for instance, a teacher may ask students to research, graph, map, and analyze historical trends and how they affected the economy at different periods in history.

Instructional Strategies

With goals for student learning always in mind, accomplished teachers choose and combine questioning techniques, employ a variety of strategies, scaffold instruction, access student background information, and incorporate literacy and numeracy strategies.

Accomplished teachers know that questions and problems play a central role in instruction. Lessons, units, and courses often begin with an essential question. For example, what causes societies to thrive, collapse, or transform throughout world history? How has the geographic distribution of natural resources shaped patterns of trade or conflict? Why study economic principles? Who benefits from this perspective? How could we look at this differently?

Accomplished teachers use a variety of instructional strategies that are designed to motivate students and that are congruent with specific learning goals. Teachers not only expose students to rich content but also provide them with opportunities to construct deep conceptual understanding of the curriculum, develop expertise in the skills and thinking strategies of social studies—history, and pursue their own interests. Instructional strategies may include inquiry, cooperative learning, research projects and presentations, discussion and deliberation, role play and simulations,

instructional games, journaling, interactive lectures, Socratic questioning, concept development, and essay development. Teachers draw creatively and flexibly from this repertoire of strategies and seize upon teachable moments. Teachers select strategies closely aligned with instructional goals. For example, teachers know that concept development strategies are suited for complex ideas, such as imperialism or diffusion; that inquiry is tailored to developing warranted assertions; and that deliberation is appropriate for decision making.

Accomplished teachers scaffold students' participation in instructional activities so that learners are supported as they encounter new content, skills, and thinking strategies. Teachers gradually release responsibility to students as they become more knowledgeable and skilled, and teachers purposefully demonstrate for students how to be more efficient, independent learners. For example, teachers might model source interpretation by "thinking aloud" as they analyze and evaluate a primary source document for the whole class; provide a graphic organizer for students to record their observations and ultimately create their own organizers; work with individuals or small groups to assist in applying strategies previously modeled; and call students' attention to areas they have mastered and those in need of improvement.

Accomplished teachers consider the range of students' academic achievement and background knowledge when planning and implementing instruction so that all students have an opportunity to develop their understanding and expertise in social studies–history. Teachers ensure that uneven previous academic achievement or preparation does not prevent students from engaging in higher-order intellectual activities. Toward that end, teachers seek materials written at a variety of reading levels and supplement these with visual and auditory sources. Also, teachers provide open-ended assignments that allow students to respond in a variety of ways to demonstrate their knowledge and skills. Teachers may provide opportunities for cooperative work in which students take on different roles and support one another in learning. In making connections to students' background knowledge, teachers plan activities in which students can draw from diverse experiences to make connections to content. For example, a unit on symbolism in Asian art may begin with a discussion of a variety of symbols with which students are familiar.

Accomplished teachers use a variety of literacy and numeracy strategies to support students' reading, writing, speaking, listening, viewing, and quantifying in social studies–history and beyond. Using these strategies, teachers provide students opportunities to engage in various formal and informal forms of writing and speaking; make within- and between-text comparisons of both primary and secondary sources; analyze, evaluate, construct, and interpret written and multimedia communications, such as texts, charts, graphs, maps, film, and digital tools; learn to write and present persuasive arguments that include the use of evidence; and access information from a variety of sources. Rather than expecting students already to have mastered such skills, teachers deliberately and systematically incorporate literacy and numeracy instruction and meaningful practice into their lessons, when appropriate, and provide

regular feedback to students on their accomplishments in these areas.

Accomplished teachers are able to model the steps in the reasoning process, such as solving problems, interpreting data, reaching conclusions, and making predictions. They understand and value skillful writing and can guide students through research projects. Teachers know the importance of writing in the learning process and are able to assess students' progress and misconceptions. Teachers guide students in gaining mastery in writing analytically in social studies–history. For example, students practice and improve their skills in making arguments based on evidence. Teachers help students interpret, categorize, and make inferences and generalizations from documents, data, and other types of evidence, and lead them in creating an analytical thesis.

Accomplished teachers prepare students with instructional strategies that apply not only in their own classrooms, but also look ahead to the next educational level and equip students with skills necessary to ease their transition and prepare them for increasing levels of complexity in social studies–history coursework. For example, a teacher at the elementary or middle level may teach students to access tools of nonfiction writing or introduce students to note taking and citation in research. Secondary teachers prepare students for post-secondary education by teaching specific note taking strategies for a lecture-style format, as well as strategies for gathering and evaluating a range of primary source materials or other data to support high-level research of their own design.

Assessment

Accomplished teachers use formal and informal assessments for a variety of purposes and can determine when a particular type of assessment best aligns with students' learning goals. As teachers develop these formal and informal assessments, they keep in mind that students must be prepared for national, state, or district assessments. To ensure the effectiveness of assessments, teachers provide prompt and specific feedback to students.

Accomplished teachers understand how formal and informal assessments contribute to achieving instructional goals. Teachers use formal methods, such as performance assessments or essays, accompanied by specific scoring guidelines in order to gain systematic, comprehensive insights into student learning. Informal assessment methods also provide insight into student learning and might include students' opinions or arguments, inventories, self-assessments, observations, or pre- and post-tests. For example, prior to beginning a unit about the New Deal, teachers may have students complete an individual attitudinal assessment to have them gauge their beliefs regarding the level and extent to which the federal government should or should not actively intervene during times of financial crisis. Teachers might then incorporate data from those surveys to design particular lessons, both historic and contemporary, to broaden students' perspectives and knowledge of such governmental policies. Teachers may include informal assessments during a lesson or

unit by asking students to identify main ideas in “quick write” paragraphs or to discuss how they would apply concepts in new settings.

Accomplished teachers employ various types of assessments and know valid measures are not only evaluative but are also learning tools for the teacher. Teachers know ongoing assessment of student progress is the linchpin of effective instruction. Teachers implement ongoing assessments to determine the continuum of student learning over the course of a lesson, unit, semester, or year. For example, teachers may continually assess students’ abilities to interpret primary sources and create historical accounts based on those sources. As well, teachers frequently assess students’ increasing knowledge and ability to incorporate vocabulary and tools specific to their discipline, such as mapping, explaining supply and demand, or analyzing political cartoons within their historical and cultural contexts. Teachers implement summative assessments to evaluate student learning, communicating this information to students and other stakeholders. Assessment informs teachers for short- and long-term curricular decision making. For example, a teacher might find that all students missed a particular question or section on an exam and might examine it with care to determine if it was a poorly written question or if a topic was not adequately learned during the unit.

Accomplished teachers emphasize students’ growth and learning over time, not simply with a final score or test result. When external mandates such as state standardized tests are required, teachers equip students with appropriate strategies and tools but do not focus on teaching to the test. Instead, they provide opportunities for students to develop skills, as well as ways of thinking and learning that go beyond standardized assessments. Accomplished teachers differentiate and tailor assessments to curricular goals, creating their own or modifying existing assessment tools. Teachers incorporate technology, when available, in appropriate and purposeful ways to enhance instructional and assessment goals. For example, teachers might assign students the task of creating digital scavenger hunts using mobile technology, if available, to assess their learning during a geography unit.

Accomplished teachers carefully consider ways they implement, both formally and informally, assessments for students with exceptional needs and with English language learners. Teachers go beyond merely following requirements of students’ educational plans to find creative ways of preparing them and accommodating their needs. With knowledge of their students, including their exceptional needs, teachers develop classroom assessments that allow students to demonstrate learning in a variety of ways. For example, students might write poetry, participate in debate, develop a script for a play, or write a social action letter to a legislator. When possible, English language learners might work with peer interpreters to enable them to participate in class activities. Teachers make accommodations that allow for multiple ways of demonstrating competence yet provide opportunities for students to practice and further develop skills in their areas of need. Teachers readily collaborate with resource staff to discuss strategies, conduct task analysis, and identify common learning barriers and strategies for individual students, as well as for specific groups

of students. Teachers do not wait until students are struggling or are bored; they proactively seek the best ways to accommodate and assess students, regardless of where they fall on the spectrum of learning needs. (See Standard I—Knowing Students.)

Accomplished teachers recognize the value of providing constructive feedback for student learning. Teachers know that well-stated and appropriate praise can boost a student's self-esteem and confidence. Thus, they look for ways to celebrate each student's accomplishments. When providing correction, teachers do so in a manner that does not diminish the student's sense of self-worth. Teachers ensure that each student realizes that a failure to understand need be only temporary and that the remedy may be a different approach, not resignation or acceptance of low performance. Teachers help students learn to recognize their own accomplishments. Teachers draw on their knowledge of the subject to determine where misconceptions and gaps in a student's knowledge may have occurred, and they work with each student to determine a course of action for improvement that focuses on a manageable number of areas. Effective assessment can increasingly empower students to advocate for their own learning and to assist in instruction. For example, teachers reflect on data collected from an assessment and, sometimes with the student, consider whether the student is ready to move on or if a discrete skill or concept may need to be re-taught. Teachers use the results of informal and formal assessments to help students understand their strengths and weaknesses, and teachers provide essential feedback to support students' continual commitment to learning.

Resources

Accomplished teachers align their selection of resources with curricular and instructional goals. They evaluate resources for instructional soundness and student engagement and ensure a variety of resources are used throughout instruction.

Accomplished teachers select, adapt, and create rich and varied resources aligned with their curricular goals in social studies–history, integrating them deliberately into instruction. Teachers constantly seek to build a rich collection of quality resources that enables them to improve student engagement and learning. Teachers use available textbooks as one resource, but also look beyond them to consider how a variety of people and materials, including current technology, might be enlisted to benefit student learning. Teachers are aware of how the right document, artifact, map, music, or illustration can powerfully illuminate an important idea for students.

Accomplished teachers evaluate the soundness and appropriateness of instructional resources and preview all material for content, perspective, and underlying assumptions. They select resources that present differing ideas, accounts, or perspectives of the same event, issue, topic, or location. They may ask students, for instance, to analyze diary entries, news articles, paintings, illustrations, or other resources.

Accomplished teachers incorporate a variety of resources to enhance instruction. These may include a mixture of primary sources and secondary documents; educational games and puzzles; authentic or replicated artifacts; or community resources such as colleagues, universities, conferences, professional organizations, and local and online learning communities. Teachers search for resources from around the world. They seek to enhance their instruction through grants or professional fellowships. Teachers who find themselves in situations where resources are meager and funds are limited seek to make the most of what they have, using their resourcefulness to locate or create additional resources.

Accomplished teachers consider students' communities and the larger community around the school as essential resources. Teachers may access expertise from students' families and communities, as well as from local historical associations, museums, or libraries. Teachers recognize richness in their own communities and take full advantage of partnerships with local colleges, universities, organizations, or businesses for information, local history, or physical resources. Teachers seek meaningful ways for resources to contribute to student learning and to overall school goals. (See Standard VI—Learning Environments: Classroom and Communities.)

In an effort to equip students with knowledge, skills, and experiences necessary for success in the twenty-first century, accomplished teachers thoughtfully integrate current technology, when possible, as a critical component of their instructional strategies. Teachers help students to implement technologies as tools to support learning; encourage collaboration; solve problems; answer questions; or design, publish, and present work. Technology uses may take the form of helping students to use GIS to better examine the physical world, or assigning student projects involving creation and publication of an online newsletter. Teachers recognize that current technologies can provide a powerful means of collaborating with others near and far. For example, teachers could establish digital connections to engage in virtual tours, explore the lives of students in other communities and cultures, or gain knowledge about the daily life of another society.

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

<p>WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Knowledge of Language Acquisition STANDARD VI: Designing Curriculum and Planning Instruction</p>	
<p>OVERVIEW: Accomplished teachers of world languages design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies and appropriate instructional resources to help develop students’ proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking. They work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students move from simple to sophisticated use of languages.(Standard VI)</p>	
<p>Standard IV: Knowledge of Language Acquisition</p> <p>Accomplished teachers of world languages apply their knowledge of the processes by which new languages are acquired to construct classroom environments in which purposeful language learning occurs. To develop instructional frameworks for effective language learning, teachers apply methodologies and strategies that reflect theories of language acquisition. Their knowledge of language acquisition takes into account the interrelationships of language and culture with language functions in a variety of settings. The study of language acquisition is fluid and constantly evolving, so accomplished teachers regularly seek information on current theories and research— and their applications—through familiarity with professional literature and through participation in professional organizations, professional development activities, and advanced course work. Continually reflecting on their classroom practice, teachers make adjustments as they evaluate theories and research in language acquisition within the context of their own instructional programs.</p> <p>Accomplished teachers understand research on language acquisition; they know that language learning takes time; and they are mindful that learners acquire language in predictable developmental patterns and sequences of acquisitions at different rates and in different ways. Teachers design instruction that reflects their understanding of the complexity of the language-learning continuum. Teachers know, for example, that students undergo a “silent period” when learning a new language where they absorb more information than they are capable of reproducing. Teachers take into account research suggesting that students often rely on their knowledge of their native language when communicating in the target language, and teachers understand patterns of errors and avoidances students sometimes produce. Teachers are also</p>	

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carefully attuned to positive evidence that reflects the students' emerging capacities to convey new meanings in the target language.

Teachers understand that characteristics such as age, cognitive development, learning profiles, attitudes toward the target language, motivation, affect, cultural background, learning strategies, and other factors influence the learning process in complex ways. Teachers realize that some learners are highly visual, whereas others rely on their ability to imitate and reproduce language they hear. Teachers also realize that some students learn globally, while others are analytical learners. Teachers might work with students who are beginning language learners and others who are advanced speakers or heritage speakers of the language but lack proficiency in reading or writing. Accomplished teachers design appropriate instructional strategies for all language learners. Teachers understand that their students must acquire a wide range of competencies that includes various components of linguistic systems—the use of grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings. Teachers use their knowledge of language acquisition and learner characteristics to create supportive learning environments that facilitate each student's language learning.

Accomplished teachers select approaches consistent with what is known about how learners acquire language in instructional settings and make principled decisions for instruction. They are familiar with a variety of methodologies and strategies—including the use of technology—effective in the teaching and learning of languages through standards-based, content-based, and proficiency-based instruction. A teacher of Japanese, for example, might have students engage in interpretive listening—a standards-based activity—by observing their teacher ask for a glass of water using requests ranging from casual to polite. Students would then verify their content knowledge of the cultural concept of Japanese honorifics, demonstrating their proficiency and proving their understanding by holding up pictures that match the teacher's spoken language choices.

Because teachers understand the complex relationship between learner performance and language proficiency, they recognize the importance of cultural knowledge in enabling students to communicate appropriately. A teacher of Russian, for instance, might demonstrate the range of possibilities that exist in the language for apologizing to classmates in different situations. A teacher of Arabic might ask students to enact a restaurant skit in which students confirm their knowledge of cultural practices regarding dining out, such as customs and rituals relative to menus, service, and payment. Teachers design instruction that acquaints students with underlying cultural perspectives by providing opportunities for them to apply their language abilities in real-world scenarios.

Accomplished teachers understand that language acquisition is a constructive and interactive process. With the important goal in mind of enabling students gradually to take control of their own language learning, teachers create situations in which students learn to negotiate meaning with the teacher, with one another, and with

texts. Teachers skillfully encourage in students a willingness to use language, even though errors occur. Teachers facilitate students' production of language by discriminating between salient errors that obstruct communication and those that are systematic and part of the learning process. Teachers understand how and why errors are made and modify instruction to address concepts students have yet to master. Teachers also foster students' abilities to monitor and correct their use of language.

Many language structures taught early in programs require extensive exposure in the language before students acquire them. Teachers therefore provide input-rich environments, meaningful and contextualized lessons, opportunities for collaborative work, and frequent opportunities for students to participate in culturally appropriate ways. For example, high school students might demonstrate their language expertise by reading Spanish-language articles regarding environmental issues in Central and South America, and then, using vocabulary acquired through their reading, participate in small-group exchanges with classmates—in Spanish—in which they discuss similarities and differences among their findings. To confirm their ability to use the target language, students might prepare a brochure, make a presentation using current presentational technology, or write and illustrate a children's book portraying the importance of issues they investigate. In making instructional decisions in the context of their knowledge of theories of language acquisition, teachers always take into consideration the needs and experiences of their students, local and state guidelines, state and national standards, and the benefits of articulation across levels of instruction.

Standard VI: Designing Curriculum and Planning Instruction
Designing Curriculum

Accomplished teachers of world languages understand that instruction in languages and cultures is a core academic pursuit vital to students' success in the twenty-first century. With the goal that over a period of years students move from simple to increasingly sophisticated use of language, teachers work to establish and maintain programs in world languages that begin in elementary school and progress through young adulthood, ensuring that the experiences students have from one level to the next are seamless, sequential, and uninterrupted. Accomplished educators know how the structures and functions of languages are introduced, reviewed, and enhanced at each level of the curriculum. This process of "spiraling" curriculum and instruction not only addresses communicative skills but also embraces cultures, connections to other disciplines, comparisons of languages and cultures, and community experiences.

The effectively-articulated, curricular-based instruction of accomplished teachers reflects and advances overall goals of language education, as well as school, district, state, and national guidelines. In addition to ensuring continuity of curriculum and instruction through vertical articulation, accomplished teachers know the importance of horizontal articulation. At their own school and in other schools, they communicate about and collaborate on curriculum development with other teachers of the same language and with teachers of other languages at the same level. Through such

communication as team planning times, visits to each others' classes, peer reflections, sharing of student work, collaboration on lesson plans, development of materials and assessments, teaching exchanges, and joint projects and field trips, teachers place their students within a language-learning continuum. Collaboration with community members and among teachers at all levels—including colleagues in post-secondary education—aids effective instruction, celebrates language and culture, connects language instruction to real-world scenarios, and inspires enthusiasm for language learning.

Standards for Language Learning
Communication

Accomplished teachers know they must immerse students in meaningful, interesting, and comprehensible input at and slightly beyond their level of proficiency in the target language. To strengthen students' language proficiency, teachers use the target language to the greatest extent possible with all students in all classes and at all levels. Teachers tailor their language to students' developmental levels and support meaning in a variety of ways. Teachers expand and enrich the input provided to students by regularly seeking out and integrating into their lessons authentic print, auditory, and visual materials. Such interpretive listening, viewing, and reading experiences provide the foundation for interpersonal and presentational language use.

Teachers understand that students need rich and varied opportunities to use languages for purposeful communication in order to broaden language and cultural proficiency. On a daily basis, students of accomplished teachers engage in meaningful exchanges on topics of personal interest; develop strategies to initiate, sustain, redirect, and close conversations; and present ideas orally and in writing. A teacher of a middle school Greek class, for instance, might ask students to express and compare ideas and preferences about their schools in the target language. In the presentational mode, teachers might allow students time to organize their thoughts and compose their messages in detail, encourage them to work from notes, or provide opportunities for students to edit their own and others' work, and do so in a variety of styles or genres. For example, students in an early childhood Korean language class might create a storybook about family members using phrases and sentences in the target language. These activities encourage students to take risks with target languages and set the stage for real-life experiences in target cultures.

Cultures

Accomplished teachers of world languages systematically and continually integrate cultural perspectives with language instruction, providing students opportunities to understand the richness of the cultures of the languages studied and promoting students' understanding of how culture and language interact. Using varied and authentic texts, materials, and technologies matched appropriately to their age and developmental levels, students explore the relationships among cultural practices,

products, and perspectives as they learn about important historical and contemporary issues, significant works of literature and art, cultural attitudes and priorities, everyday life, traditions, celebrations, and social institutions. A teacher of a high school Spanish class, for example, might ask students to identify an existing holiday or celebration, summarize its social and cultural significance as well as rituals or activities associated with the holiday, and then create a tableau or dance interpreting how celebrants participate in the festivities. Teachers strengthen their instruction with a mosaic of cultural resources that includes literary as well as nonliterary sources, artifacts, and guest speakers. In addition, accomplished teachers engage students in making cross-cultural and intra-cultural comparisons, encourage them to explore target cultures within their own communities, and help them synthesize and interpret cultural information in sensitive and meaningful ways. By such means, accomplished teachers enable students to understand and appreciate other cultures. (See Standard III—Knowledge of Culture.)

Connections

Effective teaching of world languages is interdisciplinary in its approach. Thus, accomplished teachers seek developmentally appropriate opportunities to incorporate, reinforce, enrich, and expand on content drawn from across curricula, including concepts from science, technology, business, literature, social studies, mathematics, physical education, and the arts. Teachers stay abreast of what is taught in other classes so that they can choose topics and materials in target languages that relate to other curricular areas in subject, style, theme, or genre. Within their instructional repertoires, teachers at all levels include highly motivating, hands-on activities that engage multiple senses—such as games, crafts, dances, or songs from target cultures—which might be drawn from diverse curricular areas. Teachers might collaborate with colleagues from other academic subjects to develop interdisciplinary units that take into account students' intellectual abilities, interests, and maturity levels. Students in a French-immersion elementary school mathematics class, for example, might reinforce their mastery of multiplication tables by pairing kinesthetic movements to songs and then teaching the movements to other classes so that all students learn their multiplication tables in French. A teacher of Chinese, German, Japanese, or Russian might collaborate with a history, science, or mathematics teacher to plan a unit studying the purposes and goals of international competition in space exploration. By making such connections to other content areas, accomplished teachers enable students to see that language learning contributes to a realm of educational opportunities, as well as to the students' lives beyond the classroom.

Comparisons

Accomplished teachers of world languages help students understand idioms and nuances of meaning conveyed by varying linguistic structures so that students may perceive, in culturally appropriate ways, how different languages express ideas, emotions, and views of the world. These linguistic comparisons lead students to new and deeper understandings of both language and culture. Furthermore, teachers

encourage students to compare their own heritage cultures with target cultures; through such intercultural comparisons, students come to appreciate the uniqueness of each culture, as well as the commonalities of both. A teacher of an advanced language class, for instance, might design an activity to demonstrate that speakers of many non-European languages are much less self-referential in formulating requests in their native languages than are English speakers. Teachers also guide students in making intracultural comparisons, noting how cultures change from country to country, from region to region, and over time.

Communities

Accomplished teachers understand that, for language learners to develop and thrive, students must interact with individuals and groups that represent target languages and cultures. Teachers ensure that students have many opportunities to participate in meaningful language and cultural experiences with members of target-language communities. A teacher of advanced Spanish classes, for instance, might arrange for students to use the target language beyond the classroom by encouraging them to offer their services as teachers of Spanish to adults through a charitable or community service organization, such as a church. Teachers of Arabic, French, Farsi, or Hindi might have students help a Chamber of Commerce visitors' bureau provide local tourist information in the target language. A teacher of Japanese might arrange for students to assist a civic organization in the planning, designing, construction, and maintenance of a Japanese garden for public enjoyment. Such activities offer students challenging topics and ideas they can discuss, compare, or analyze using their competencies in target languages, and these activities enable teachers to affirm for students the pragmatic applications of language and cultural studies.

In addition, accomplished teachers provide students opportunities for firsthand immersion into target languages and cultures by incorporating community resources into their instructional activities. For example, they might invite a local businessperson to discuss working in another country or with an international firm, a Peace Corps volunteer to share personal experiences with language and culture, or have students interview local chefs to learn how their understanding of target languages assists them in their jobs. Teachers sponsor or avail themselves of a variety of community resources and events, such as museum exhibits, performances, film festivals, lectures, or college and university programs and presentations. A teacher of Korean might attend a cultural fair where a Korean dance troupe performs, for instance, and record the performance for students to watch as a basis for discussion about community connections to language and culture. Through such purposeful and effective use of community and human resources, accomplished teachers enrich and enliven their practice and promote cultural understanding and respect.

Using Instructional Strategies and Resources

To provide students with rich, developmentally appropriate, and meaningful standards-based learning opportunities to use language, accomplished teachers make

purposeful choices about curriculum and instruction based on study, research, experience, and knowledge of their students. Teachers understand the multiple aspects of developing lessons, units and curriculum and the importance of creating effective lessons that scaffold learning activities. Conscious of local, state, and national standards for students learning world languages, teachers clearly envision what they want students to know and be able to do, define short- and long-range objectives, and then deliberately design instruction. Teachers use a repertoire of learner-centered strategies, activities, and instructional approaches and differentiate content, process, and product to address the varied needs, interests, abilities, readiness levels, and learning profiles of all students.

Teachers provide students numerous and challenging ways to participate in learning experiences, actively engage learners in decision-making processes, and encourage learners to determine how they will demonstrate achievement. In such ways, accomplished teachers foster students' successes and involvement and help students make sense of their learning. To accommodate the needs and abilities of diverse learners, teachers provide opportunities to communicate in the target language in ways that capitalize on students' strengths. Computer-assisted instruction, for example, allows flexibility in the pacing of instruction, benefiting both proficient students who need acceleration and students who require additional practice. Teachers modify the pace of instruction or shift focus in response to students' performance, taking advantage of opportunities that arise when classroom discourse suggests related paths to follow; teachers recognize and seize such teachable moments to provide meaningful instruction. Accomplished teachers challenge their students cognitively at both individual and group levels by asking questions that disclose problem-solving abilities and allow students to synthesize knowledge in order to derive solutions. Teachers provide appropriate transitions from one activity to the next and encourage learners to make connections between tasks in the present lesson and the overall goals of the instructional program, thus linking the lesson at hand to the continuum of language learning.

Accomplished teachers purposefully check for understanding and adjust instruction as necessary, using differentiated formative and summative assessments that require creativity and higher-order thinking and that result in real-life products. Assessment results help teachers determine both what students have learned and what areas require additional learning experiences. (See Standard VII—Assessment.)

A wealth of linguistically- and culturally-rich input provided by accomplished teachers and augmented by varied and appropriate authentic materials is essential to proficiency-oriented, standards-based instruction in world languages. Teachers look beyond textbooks, taking advantage of authentic materials available in the community as well as using technology to seek out, evaluate, and choose from a variety of authentic print, listening, and viewing materials. To enrich and broaden students' experiences within and beyond the classroom and to deepen students' understanding, teachers seamlessly incorporate into their instruction a wealth of authentic artifacts and realia representing diverse aspects of the target language and

culture, and, as necessary, create instructional materials. For example, a teacher of German might provide students with copies of Berlin newspapers from November 1989 featuring articles concerning the dismantling of the Berlin Wall and ask students to read excerpts from these periodicals to gain understanding of the significance of the fall of Communism in the lives of East and West Berliners. A teacher of Italian might have students gather photographs from parents, neighbors, friends, and teachers who have traveled to Italy and compose captions in Italian for the pictures to create a classroom gallery depicting interesting sites and portraying the experiences of people who have visited there.

Technology makes target languages and cultures from around the world available to individual classrooms and offers students opportunities to explore important ideas, concepts, and theories. For example, students at all levels can use multimedia systems to create projects in target languages. Alternatively, a teacher might use news broadcasts in the target language as the basis for lessons that could vary according to the instructional level and language competence of the students. After accessing news about efforts to reduce Yangtze River pollution, for instance, students in a Chinese class might debate the viability of the recommended solutions. Current and emerging technologies, matched appropriately to students' language abilities, grant students access to a wealth of information. Students can interact with native speakers, view authentic texts and artifacts, conduct research, access news updates, view collections of museums, and investigate matters of personal interest—all in the target language. A teacher of Italian, for instance, might create an interdisciplinary unit incorporating math skills in which students given imaginary budgets in dollars use technological resources to convert dollars to Euros and determine which Italian automobile they can afford or which items they might purchase from Italian fashion catalogues. The purposeful use of resources, matched appropriately to students' language abilities, maximizes opportunities to use target languages, enhances language acquisition, strengthens students' linguistic skills, encourages insight into cultures and language systems, and solidifies links between language learning and the real world.

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