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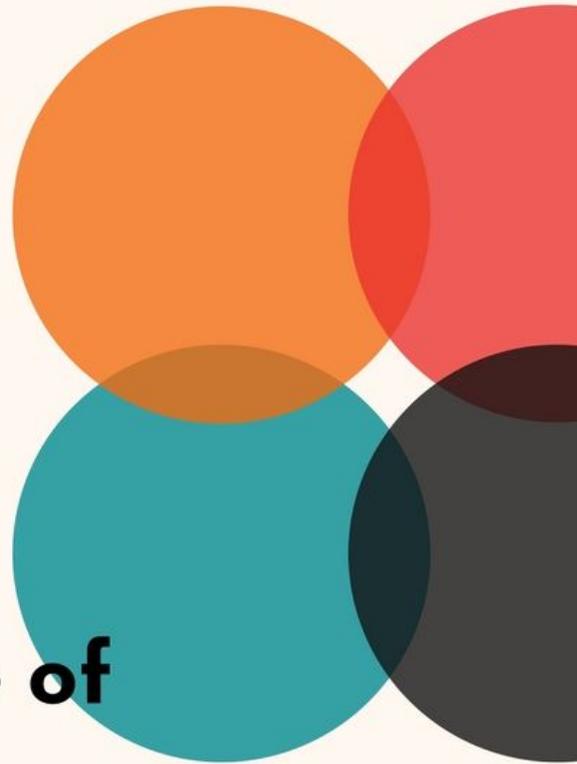
There are 18 sets of standards specific to the varying content and developmental specialties of educators. The standards are comprehensive and written holistically by teachers, for teachers. Common themes, based on the Five Core Propositions, are embedded in every set of standards. Conversations and 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](http://nbpts.org).

## National Board Professional Teaching Standards

# STANDARDS STUDY

## Knowledge of Students

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

<b>ART (EAYA)</b> <i>Early Adolescence through Young Adulthood</i>	<b>NOTES</b>
<b>STANDARD II: Knowledge of Students As Learners</b>	
<b>OVERVIEW:</b> Accomplished art teachers demonstrate an understanding of the development of students in relationship to their art learning.	
<p>Accomplished teachers recognize that the excitement of students engaged in creative processes is fertile ground for developing lifelong interests in art. In order to help students develop to their fullest potential, teachers constantly work to understand what students know, how they think, what they value, who they are, where they come from, and what motivates them. To gain these understandings, teachers observe and listen to students as they work, learn, and interact in a variety of settings. As their knowledge of students increases, teachers use it to determine the direction, approach, and content of their teaching. Learning more about their students enables them to design instruction to motivate students and meet their individual needs.</p> <p>A comprehensive knowledge of human development and the psychological principles of learning and how they apply to visual arts education are essential prerequisites for making good choices about what art experiences and materials to provide for students. Throughout the school day, teachers are guided by what they know about human development; their observations of students; and their belief that all students can experience, understand, and create art. They recognize that the goals of art education are most readily achieved when their teaching is attentive and responsive to student development, and they can articulate how to address these goals in ways that are attuned to the developmental needs of students. (See Standard I—Goals of Art Education.)</p> <p>Class size and teaching load directly affect the depth of knowledge teachers can acquire about students. Still, accomplished teachers make finding out about their students as individual learners a priority and are resourceful in doing so. Teachers complement their knowledge of individual students with a broad perspective—gained through experience and knowledge of research—on artistic development. They know that they must expect and accommodate variations in the maturity levels and life experiences of students within the same classroom. They use their accumulated knowledge about and experience with adolescents and young adults to interpret the behaviors of their students.</p> <p>Teachers know that aspects of popular culture, such as television, movies, music, sports, slang, and advertising, have strong effects on students’ aesthetics and art making. They take these cultural influences into account in the day-to-day interactions in the classroom. At the same time, these teachers do not attempt to relate to</p>	

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adolescents as their peers but rather as accessible, caring adults with vitally important knowledge to share and as agents to encourage and facilitate students’ individual creative problem solving. Accomplished teachers constantly encourage students to make connections between their experiences of the world and explorations of visual art from a global perspective.

**Teachers Understand the Development of Early Adolescents**

Accomplished art teachers understand that early adolescence is a period of extremely rapid change—intellectual, physical, social, and emotional. They know that puberty is the only time in life, following birth, in which the rate of growth accelerates, typically in uneven bursts that tend to exaggerate differences among classmates. As a result, the range of physical stature, energy level, emotional control, and orientation to learning that exists within a group of adolescents can be enormous.

Teachers understand that adolescents are in the midst of a social transition every bit as sweeping as the physical ones they undergo. Teachers know that young adolescents are vacillating between a yearning for the privileges of adult independence and a reluctance to leave the shelter of childhood. They have begun to shift from family-centered identification to a shared allegiance with the peer group. Few students of this age are truly self-assured, although they may strive to act the part. Typically, they are quite self-conscious, highly influenced by peer group opinions and a desire to fit in with the perceived social norms, and vulnerable to emotional hurt. As they search for answers to such age-old questions as “Who am I?” and “Where do I fit in the world?” young adolescents can be studies in contrast—supremely confident one moment, full of doubt the next; focused on their learning in the morning, irresponsible by afternoon; thoughtlessly selfish one instant, guilelessly altruistic the next. If students in the middle grades are seeking a measure of independence, teachers can support them with challenges that require complex thinking and have more open-ended solutions. Students of this age have an abundance of energy that can motivate their art learning when they perceive that the ideas they explore relate directly to their concerns, questions, and goals in life.

From an intellectual standpoint, young adolescents become increasingly capable of higher-level thinking. Early adolescence is typically a period of exploration when students are open to new ideas. Young adolescents can have a well-developed sense of humor and may enjoy structured play, including art games. They are beginning to be aware of their own thought processes, think about how they learn, assess the strengths and weaknesses of their problem-solving approaches, and work on improving them. Often their abundance of energy and infectious enthusiasm can propel learning experiences to great heights.

Precisely because they are experimenting with new social roles and issues of self-identification, young adolescents are ready to be drawn into discussions of social issues, character, and values—the essence of meaning in many works of art. Accomplished teachers understand the importance of keeping positive role models

before adolescents to expand their sense of enfranchisement in life's opportunities. Precisely because peer social relationships come first with many young adolescents, they often like and benefit from working in collaborative groups and, when guided, engaging in genuine conversations about works of art and teaching one another about the visual arts.

### **Teachers Understand the Development of Adolescents and Young Adults**

As the names of these developmental levels imply, adolescents and young adults are on the threshold of attaining adult independence. They have started to think or, at a minimum, feel residual anxiety about what their career and life options might be. In this respect, they are future oriented, although sometimes the goals they set for themselves may be short-term in nature.

Emotionally, adolescents and young adults relish a growing sense of personal autonomy and a feeling that they have begun to find answers to the recurring questions that confront humankind. Peer-group influence, which became dominant during early adolescence, remains strong, but has begun to give way to a nonconformist spirit. By the high school years, most teenagers have already been steeped in messages of popular culture through the media. In terms of their understanding of reality, many young adults may have a broad exposure to a tremendous variety of images about the ways of the world; however, they have not yet developed the skills to always make informed decisions in relation to their general well-being.

In spite of great variances, accomplished adolescence and young adulthood art teachers recognize some distinct advantages in working with this age group. Students at this stage in their lives are becoming capable of sophisticated adult reasoning—of thinking about works of art, the roles of the visual arts in the world, and other influences on their lives in a critical and probing manner. Furthermore, they have incentives to do so. Students are naturally curious about exploring questions of values, motivation, character, and other deeply resonating themes of great works of art. In approaching the study of challenging works of art, young adults draw upon their experience; because of their maturity, they can look at complex, morally ambiguous questions from several points of view.

Accomplished teachers recognize the full range of human development and address the unique needs of students as individuals. Whether a teacher works in a large district with students at a single level or in a small school where one teacher is responsible for art instruction for several grades, knowledge of student development is a critical factor in accomplished teaching. Teachers understand artistic development and know that students progress in different ways and at various rates.

They use involvement in meaningful art experiences to help students understand themselves during their transition from adolescence to young adulthood. They know that there is not one single path of artistic growth but many. (See Standard III—Equity

and Diversity.) They build on the uniqueness of student creativity, honor different ways of knowing, and encourage learning through inquiry. Accomplished art teachers work hard to engage their students through topics and issues that are relevant and interesting. Although they may begin a learning task with images and objects of visual culture and guide students to make connections to antecedents in the worldwide arena of art, accomplished teachers motivate students to communicate their own ideas, moving from a global perspective to an individual one. (See Standard V—Curriculum and Instruction.)

Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and technical skills. They use this information to guide their teaching. Teachers know that gifted students might develop more rapidly than others and that students with other exceptionalities may progress more slowly or stop at a particular level, depending on the nature of their exceptionalities. Although stages of development are generalized, teachers recognize that a student’s artwork that differs significantly from the norm may indicate learning or developmental exceptionalities, ranging from giftedness to various challenges. Teachers seek appropriate diagnostic services and use relevant data to inform their practice and to determine whether additional support is necessary for such students. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)

Accomplished teachers understand that students construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, they build on prior experiences to develop learning in art. They know about the importance of previous learning experiences in overall cognitive development. Teachers know that art is one of the principal forms of communication and an important part of the way students begin to understand themselves and their places in the world. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. As students mature and their analytic- and abstract-thinking abilities become more sophisticated, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Students are the central concern in the practice of accomplished teachers.

**Teachers Understand the Multidimensional Development of Students**

An appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early adolescence through young adulthood informs how teachers understand their students. Although various stages of development have been researched and documented, accomplished teachers know that these steps merely serve as guidelines or approximations of the range of normal student progress. Although growth is continual, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of students are reflections of total growth based on the interrelationships of the various sensory domains. They know that students will not progress artistically until they are ready

<p>cognitively; artistic and intellectual growth occur in tandem. Accomplished teachers understand the integrated nature of artistic development, which involves multiple senses. They know that students use a diverse range of visual images in their own artwork as they inquire artistically and construct meaning symbolically. Moreover, teachers can interpret these images in terms of their symbolic significance and what they reveal about the development of the student artist.</p> <p>Accomplished teachers know that artistic growth is much more than a sequence of defined steps or stages. They understand that as students mature biologically, the social and cultural contexts in which they develop affect all aspects of their learning. Accomplished teachers know that at any given time or within a specific stage of development, student works may include a range of images that are products of particular times, places, and purposes for which the art was generated. As processes of learning evolve, students use prior knowledge, skills, and experiences to develop various repertoires for artistic growth. Accomplished teachers design rich learning experiences that ensure that students can expand their repertoires of learning strategies, discover and master new ways to construct meaning, seek deeper understanding of concepts, discover new knowledge, and solve visual arts problems. Teachers clearly understand that students can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that students can sometimes express themselves more articulately through their artwork than they can through written and spoken language or other means. Teachers encourage both mastery and discovery learning, emphasizing the transfer and application of knowledge, concepts, and skills so that students develop new strategies for uncovering multilayered meanings inherent in the study of works of art.</p> <p>The relationship of students to art is also continually under development. For some, their understanding of and interest in art is expanding. They are broadening their understanding of the purposes of art, from focusing only on representational issues to attending to expressive, ideational, and other abstract meanings of art. For other students, social pressures and other academic demands may be barriers to their study of and involvement with art. Teachers are sensitive to this range of student dispositions and adapt their teaching accordingly. One way they attend to student development is by using art as a means to explore issues salient to adolescents. These teachers know that the study and production of art can provide a vehicle for students to address many developmental issues that are not readily or comfortably dealt with through other means.</p> <p><b>Teachers Understand That Students May Take Different Paths to Understanding and Creating Art</b></p> <p>Teachers know that learning in art is neither linear nor formulaic. Because students exhibit different patterns of learning, accomplished teachers tailor instruction and facilitate the environment and learning problems to address a diversity of learning styles and competencies in their classrooms. For instance, they may take one course of</p>	
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<p>action for a student who is strongly motivated in art yet has poorly developed skills, but</p> <p>a completely different one for a student who, although more technically proficient, exhibits little willingness to test the boundaries of expression in making art.</p> <p>To address variance in the ways that students perceive information and learn, accomplished teachers take advantage of current theories of teaching and learning to address individual needs. Teachers draw from their knowledge of multiple intelligences, different ways of knowing, habits of mind, learning styles, dimensions of learning, and personality traits to accommodate unique student characteristics. Knowing that ambient factors such as light, temperature, and time of day can strongly affect how well students attend to learning tasks enables accomplished teachers to alter the learning environment appropriately. Designing art experiences that facilitate auditory, visual, tactile, and kinesthetic learning is key to addressing the needs of diverse students. Encouraging the development of effective habits of mind can provide valuable support for students throughout their learning. These mental habits include such things as thinking critically, being open-minded, persevering, pushing the limits of knowledge and abilities, self-regulating through monitoring one’s own thinking, planning well, and responding to feedback.</p> <p>Accomplished teachers know that some adolescents comprehend images, create metaphors, and synthesize and consolidate information, whereas others need structure and sequence as they work to analyze and break down parts of a whole. Students may perceive information abstractly or concretely while processing it actively or reflectively. Accomplished teachers accommodate different ways of knowing by helping students decode symbol systems that extend beyond those of words and numbers to include the languages of visual, performing, and media arts. Differentiating tasks to take account of interpersonal and intrapersonal skills enables teachers to know when individual work is appropriate and when collaboration would work better. A sound understanding of the various ways that students are affected by environmental, emotional, sociological, physical, and psychological factors helps accomplished art teachers as they support students so that they can become strong, capable learners. Accomplished teachers recognize and capitalize on the variety of individual experiences students bring to school, and they help students—regardless of their background or style of learning—see that inspiration for art can be found in people, cultures, and ideas.</p> <p><b>Teachers Observe Students Insightfully</b></p> <p>Accomplished teachers are keen observers of students as they interact and work to create art; teachers draw inferences from student behavior and dialogue during learning. They listen willingly and actively in whatever setting students express themselves—whether a formal classroom discussion, an individual conference, or an informal gathering. They understand the literal meaning of what they are watching and listening to and also recognize that students use art to express a range of emotions and</p>	
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ideas as they learn. Teachers are aware of the social dynamics in the classroom. As they observe, teachers might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of exploratory learning. (See Standard VIII—Learning Environments.)

Teachers know that changes in a student’s tone of voice, enthusiasm, demeanor, or schoolwork might signal the start of a significant developmental breakthrough or a problem needing attention. In either case, teachers respond to changes by providing each student greater opportunity to learn important art concepts and ideas and thus find success, enjoyment, and an increasing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about students and to inform the design of art learning experiences.

Teachers recognize that inquisitiveness, energy, and a sense of fair play among students are assets in life and in learning. Similarly, they understand how the range of developmental characteristics such as the independence and insecurities of students can inform the art learning community. Although they acknowledge and make use of student differences, teachers also seek to capitalize on similarities that can serve as a common bond for young people. Knowing that students often share an interest in popular culture, fashion, movies, and television, teachers use these interests as catalysts for both learning and classroom cohesion.

Teachers are aware that not all young students learn in the same way during the period from early adolescence through young adulthood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some students thrive when provided hands-on involvement with materials. Some prefer to write or talk about art independently rather than in small or large groups. Some thrive when visual cues abound. Some are stimulated by the potential of technological resources. The practice of accomplished teachers encompasses a variety of methods and approaches for fostering achievement in all students and expanding student repertoires of learning techniques. Teachers look for ways to enhance student learning through resources available in the neighborhood and community and with the help of business partners. (See Standard VII—Instructional Resources and Technology and Standard V—Curriculum and Instruction.)

Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people, cultures, and ideas. (See Standard III—Equity and Diversity.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed

<p>in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard IX—Collaboration with Colleagues, Schools, Families, and Communities.)</p> <p>Teachers use the information they gather to ensure that they meet the needs of all students equitably and that all have access to a rich and rigorous curriculum. Teachers modify their curriculum and instruction when necessary. (See Standard X—Reflective Practice.) Their practice encompasses a range of techniques and approaches that fosters learning in students, that reflects the high expectations they have for all students, and that recognizes that each student benefits when challenged to pursue important ideas from different perspectives.</p> <p><b>Teachers Consider the Special Needs of Students</b></p> <p>Teachers are attuned to the special characteristics of individual students with exceptionalities, such as learning disabilities; giftedness; and cognitive, social, emotional, linguistic, or physical needs. The art program fills a role in the service of a wide range of adolescents, and the basic stance of accomplished teachers is one of acceptance and support of their students. They know that the universal language of art can speak to students across all languages and cultures. They understand the many ways that art has recorded and continues to record universally shared experiences of students and adults in various contexts.</p> <p>Accomplished art teachers carefully select and use appropriate instructional resources, including specialized equipment. They modify the physical layout of the learning environment as needed and make helpful accommodations. Teachers modify media and processes as necessary. For instance, they may supply paintbrushes with oversized handles to students who have trouble gripping objects or construct arm splints to help students with spasticity hold and control brushes and markers. Similarly, teachers may help students with visual impairments develop their skills and use their heightened sense of touch by encouraging them to work with textured media, such as clay, textiles, feathers, buttons, and beads. Teachers may facilitate the achievement of students who have difficulty writing by audio-taping or videotaping their responses to assignments. Accomplished teachers investigate the many ways assistive technology can be used for students with disabilities so that they can participate meaningfully and attain higher degrees of independence and achievement. For example, teachers may program art vocabulary into the speech synthesis devices used by students with autism or other developmental exceptionalities so that the students can more easily understand explanations and directions. (See Standard VII—Instructional Resources and Technology.)</p> <p>Constantly striving to ensure that students with disabilities are included in learning</p>	
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<p>experiences, accomplished teachers make connections to the diverse and creative ways artists throughout history have overcome personal challenges by discovering alternative strategies for manipulating tools and materials to express themselves and communicate meaning. Teachers emphasize that all individuals have particular strengths and weaknesses. They adeptly accommodate and involve students with disabilities and advocate for them within and beyond the school setting.</p> <p>Teachers comply fully with state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into student abilities and ways to facilitate learning, teachers seek opportunities to team with them to address the needs of students with disabilities and to ensure that all students achieve success in their art education goals and objectives.</p> <p>Teachers teach to the strengths of each student, building on individual accomplishments as a foundation for further progress. They create learning environments in which the creativity of each student—regardless of skill level—is encouraged and taken seriously and in which the identity of each student as a learner is valued and supported. (See Standard VIII—Learning Environments.) Teachers understand that success is a great motivator. They adapt their techniques and strategies to accommodate students whose ways of learning might be different from those of their peers or the teacher. (See Standard V—Curriculum and Instruction.) They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the desired outcomes by capitalizing on individual interests, competencies, and ability levels.</p> <p><b>Teachers Respond Effectively to Students for Whom English Is a New Language</b></p> <p>Accomplished teachers understand that from a national perspective, a dramatic linguistic and cultural shift is under way in the makeup of student populations. Recognizing the implications of demographic and migration trends, they know that the majority of teachers will work with an increasingly diverse cross section of students in the coming years. In particular, a growing percentage of today’s youth come from households in which English is not the primary language. Teachers view these changes as opportunities for enriching the classroom culture, but they acknowledge added responsibilities in adapting their instructional practice to ensure that all students gain full access to the visual arts curriculum, including students for whom English is a new language.</p> <p>Accomplished teachers help students understand that language is a powerful tool that allows people to understand the world, express their views and questions about it, and communicate with other people. Dialogue among students about works of art and art-making processes is treated as an important means of promoting understanding. By observing how students use language, accomplished teachers can determine students’ approaches to problems, modes of understanding, and stages of conceptual development.</p>	
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<p>Many art programs include opportunities to work with students for whom English is a new language, and teachers are aware of the benefits and special challenges of helping students develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in the home language of students while advancing the students’ abilities to communicate in English. Teachers also move students toward an understanding of the role of Standard English in future academic and economic success. In pursuing these objectives, teachers model the use of Standard English in their own speaking and writing, using other languages where appropriate.</p> <p>Teachers regard students whose native language is other than English as assets and resources for the entire learning community. The whole class can consult and benefit from these students in ways directly and indirectly related to the study of art. In working with students for whom English is a new language, teachers focus on using oral, written, and visual language as tools for constructing and exchanging meaning. They capitalize on the ability of some students to express themselves more clearly through artwork than through written and oral language. They provide and promote conversational assistance, supplying students, when asked, with appropriate English words that are related to what the students have just experienced or are trying to express. On a regular basis, they check to make sure that students for whom English is a new language understand the learning that is taking place in the classroom.</p> <p>The cultural aspects of works of art provide powerful links to the lives of these students and are also excellent visual tools for illustrating and teaching Standard English. Labeling tools and materials, displaying art vocabulary, illustrating concepts with art and other visual images, offering peer tutoring, cueing and coaching, and talking through demonstrations are useful strategies for assisting students for whom English is a new language. (See Standard V—Curriculum and Instruction.)</p> <p><b>Teachers Acquire Knowledge of Students through Assessment and Evaluation</b></p> <p>Assessment—the process of taking stock of the breadth and depth of students’ art knowledge and skills—is an ongoing element of an accomplished teacher’s repertoire. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline. During learning experiences, assessment helps both teachers and students keep track of what is working. Finally, at the end of an instructional unit, evaluation provides critical data to determine the quality of student achievement.</p> <p>To gauge strengths, needs, and interests of their students, accomplished teachers use a wide range of formal and informal assessment methods. Their understanding of their students is also enhanced by discussions with parents and other caregivers and in student interactions with the larger student body. (See Standard IX— Collaboration</p>	
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<p>with Colleagues, Schools, Families, and Communities.) Conversations with colleagues, and their abilities to identify students with exceptional needs or talents, enable teachers to frame their practice equitably to meet the common and unique needs of each of their students. Accomplished teachers consider the exceptionalities of their students when designing assessments that greatly inform their knowledge of students, and they continue to gather information about all their students throughout the school year. (See Standard VI—Assessment, Evaluation, and Reflection on Student Learning.</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Adolescence through Young Adult Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ART.pdf>*

<b>ART (EMC)</b> <i>Early and Middle Childhood</i>	<b>NOTES</b>
<b>Standard II: Knowledge of Students as Learners</b>	
<b>OVERVIEW:</b> Accomplished art teachers demonstrate an understanding of the development of children in relationship to their art learning.	
<p>Accomplished teachers recognize that the uninhibited joy of young children engaged in processes is fertile ground for developing lifelong interests in art. In order to help students develop to their fullest potential, teachers constantly work to understand what students know, how they think, what they value, who they are, where they come from, and what motivates them. In order to gain these understandings, teachers observe and listen to students as they work, learn, and play in a variety of settings. As their knowledge of students increases, teachers use it to determine the direction, approach, and content of their teaching. Learning more about their students enables them to design instruction to motivate students and meet their individual needs.</p>	
<p>A comprehensive knowledge of child development is an essential prerequisite for making good choices about what art experiences and materials to provide for students. Throughout the school day, teachers are guided by what they know about human development, their observations of students, and their belief that all students can appreciate, understand, and create art. They recognize that the goals of art education are most readily achieved when their teaching is attentive and responsive to student development, and they can articulate how these goals can be addressed in ways that are attuned to students’ developmental needs. (See Standard I—Goals of Art Education.)</p>	
<p><b>Teachers Understand the Multidimensional Development of Children</b></p>	
<p>Teachers’ understanding of students is informed by an appreciation of the artistic, intellectual, social, physical, ethical, and emotional development that occurs in early and middle childhood. Although various stages of development have been researched and documented, accomplished teachers know that these steps merely serve as guidelines or approximations of the range of normal student progress. Although growth is continuous in the absence of exceptionalities, accomplished teachers understand that individuals develop at different rates. Changes in the artistic development of children are reflections of total growth based on the interrelationships of the various sensory domains. They know that students will not progress artistically until they are ready cognitively; artistic and intellectual growth occur in tandem. Accomplished teachers understand the integrated nature of artistic development, which involves language, movement, and graphic representation. They know that children use a diverse range of visual images in their own art as they begin to inquire artistically and construct meaning symbolically. Moreover, teachers can interpret these images in terms of their symbolic significance and what they reveal about the development of the student artist.</p>	

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Accomplished teachers know that artistic growth is much more than a sequence of defined steps or stages. They understand that as children mature biologically, the social and cultural contexts in which they develop affect all aspects of their learning. Accomplished teachers know that at any given time or within a specific stage of development, student works may include a range of images that are products of particular times, places, and purposes for which the art was generated. As processes of learning evolve, students use prior knowledge, skills, and experiences to develop various repertoires for artistic growth. Accomplished teachers design rich learning experiences that ensure that students can expand their repertoires of learning strategies, discover and master new ways to construct meaning, seek deeper understanding of concepts, discover new knowledge, and solve visual arts problems. Teachers clearly understand that even very young children can comprehend complex concepts; they strive to enable students to make meaningful connections throughout their visual arts learning. They know that young children can sometimes express themselves more clearly through their artwork than they can through written and spoken language or other means. Teachers encourage both mastery and discovery learning, emphasizing the transfer and application of knowledge, concepts, and skills so that students develop new strategies for uncovering multilayered meanings inherent in the study of works of art.

To maximize opportunities to learn, it is particularly important for accomplished art teachers to know the differences between the general characteristics of early childhood and middle childhood. Phenomenal growth occurs between the ages of three and 12; students gradually move from the egocentric, dependent years of early childhood to the social realm of adolescence. Accomplished teachers recognize the full range of child development and address the unique needs of students as individuals. Whether a teacher works in a large district with children at a single level or in a small school where one teacher is responsible for art instruction for several grades, knowledge of child development is a critical factor in accomplished teaching. Teachers understand artistic development and know that children progress in different ways and at different rates. They know that there is not one single path of artistic growth but many. (See Standard III—Equity and Diversity.) They build on the uniqueness of student creativity, honor different ways of knowing, and encourage learning through inquiry. Accomplished art teachers work hard to engage their students through topics and issues that are relevant and interesting. They use involvement in meaningful art experiences to help students understand themselves during their transition from childhood to adolescence.

Accomplished teachers know how to evaluate the artistic development of students, which includes the development of visual, perceptual, cognitive, and fine and gross motor skills. They use this information to guide their teaching. Teachers know that gifted students might develop more rapidly than others and that students with other exceptionalities may progress more slowly or stop at a particular level, depending on the nature of their exceptionalities. Although stages of development are generalized, teachers recognize that when a child's artwork differs significantly from the norm, there may be indications of learning or developmental exceptionalities, ranging from

giftedness to various limitations. Teachers seek appropriate diagnostic services to determine if additional support is necessary for such children.

Teachers adapt their teaching techniques to fit the developing motor skills of young children. They know that the physical size or age of a child may or may not be related to the child’s development in other areas. The way young children relate to their own bodies and to the space around them changes as they grow; teachers recognize that these perceptions affect children’s use of materials and can affect the way children respond to certain tasks. Teachers recognize gender differences in the rate of development of fine motor skills and know how these differences might affect the results of working with different materials and processes. (See Standard V—Curriculum and Instruction.)

Accomplished teachers understand that children construct knowledge on the basis of prior learning and through interaction with their environments. Consequently, teachers work hard to build on childhood experiences to develop learning in art. They know about the importance of early learning experiences in overall cognitive development and about the important role of play in helping children to learn. Teachers know that art is one of the principal forms of communication and an important part of the way children begin to understand who they are and what their place in the world will be. For these reasons, the art learning in which teachers engage their students is grounded in the world of the students themselves. Teachers understand that it is important for a child’s world to be the subject matter of art. As students mature and their analytic and abstract thinking abilities develop, teachers also provide opportunities for them to stretch and challenge themselves by expanding the subject matter of art. Teachers understand that even the youngest students have the capacity for analysis and evaluation of the artwork they experience and create on a daily basis. Students are the central concern in the practice of accomplished teachers.

**Teachers Observe Students Insightfully**

Accomplished teachers are keen observers of children as they play and create art; teachers draw inferences from student behavior and dialogue during learning. They listen willingly and actively in whatever setting students express themselves—whether a formal classroom discussion, an individual conference, or an informal gathering. They understand the literal meaning of what they are watching and listening to and also recognize that children use play metaphorically to act out a range of emotions and ideas as they learn. Teachers are aware of the social dynamics in the classroom and as they observe might intervene strategically and appropriately to guide or encourage interactions; they might also participate in the spirit of playful, exploratory learning. (See Standard VII—Learning Environments.) Teachers’ interventions might extend an art concept from a previous lesson, facilitate the social development of a member of the group, or solve a problem.

<p>Teachers know that changes in a child’s tone of voice, enthusiasm, demeanor, or schoolwork might signal the start of a significant developmental breakthrough or a problem needing attention. In either case, teachers respond to changes by providing each student greater opportunity to learn important art concepts and ideas and thus find success, enjoyment, and a growing measure of self-confidence through schoolwork. Teachers use their observations to gather further information about children and to inform the design of art learning experiences.</p> <p>Teachers recognize that children’s inquisitiveness, energy, and sense of fair play are assets in life and learning. Similarly, they understand how developmental characteristics such as the independence and insecurities of older students enhance the art learning community. Whereas they acknowledge and make use of student differences, teachers also seek to capitalize on similarities that can serve as a common bond for young people. Knowing that students share an interest in popular culture, fashion, and movies or television, teachers use these interests as catalysts for both learning and classroom cohesion.</p> <p>Teachers are aware that not all young students learn in the same way during early and middle childhood. Teachers observe students working individually and in groups, noting their strengths and work styles. Some children thrive when provided hands-on involvement with materials. Some prefer to write or talk about art independently rather than in small or large groups. Some thrive when visual cues abound. Some are stimulated by the potential of technological resources. The practice of accomplished teachers encompasses a variety of methods and approaches for fostering achievement in all students and expanding student repertoires of learning techniques. Teachers look for ways to enhance student learning through resources available in the neighborhood and community and with the help of business partners. (See Standard VI—Instructional Resources and Technology and Standard V— Curriculum and Instruction.)</p> <p>Accomplished teachers are sensitive to the differences in cultural mores that emerge through art and know that different interpretations of concepts are sometimes the result of cultural influences. They recognize and capitalize on the variety of individual backgrounds students bring to school and help students see that inspiration for art can be found in people, cultures, and ideas. (See Standard III—Equity and Diversity.) However, recognizing that cultural identities are complex, teachers do not make assumptions; they acknowledge that culture is constantly evolving, not static. They encourage students to embrace, not merely tolerate, divergent thinking as expressed in works of art created by students and other artists. Teachers enhance their understanding through conversations with students; discussions with parents, guardians, or other caregivers; conversations with colleagues; observation of individual relationships within the school population at large; and ongoing interactions with students in the art class. (See Standard VIII—Collaboration with Families, Schools, and Communities.)</p>	
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Teachers use the information they gather—including their identification of students with high ability levels or educational, mental, or physical exceptionalities— to ensure that they meet the needs of all students equitably and that all students have access to a rich and rigorous curriculum. In order to meet the needs of all the students in their classrooms, teachers modify their curriculum and instruction when necessary. (See Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.) Their practice encompasses a range of techniques and approaches that foster learning in students, that reflect the high expectations they have for all students, and that recognize that each student benefits when challenged to pursue important ideas from different perspectives.

### **Teachers Consider the Special Needs of Students**

Teachers are attuned to the special characteristics of individual students; these include exceptionalities such as learning disabilities, giftedness, and cognitive, social, emotional, linguistic, or physical needs. The basic stance of accomplished teachers is one of acceptance and support of their students. They recognize that art has the unique quality of being an endeavor in which all children can enjoy success. Teachers are particularly aware that art often holds a special attraction for students who are identified as having a range of special needs, abilities, or challenges. They know that art taps into the excitement and enthusiasm of most students, including those who may initially experience some trepidation when they begin new art experiences. For some, the therapeutic qualities inherent in making art can be particularly valuable in remediating specific conditions. Teachers understand the special challenges faced by students who, for various reasons, have not developed language or the ability to talk, read, or produce images. They know that the universal language of art can speak to students across all languages and cultures. They understand the many ways that art has recorded and continues to record universally shared experiences of children and adults in various contexts.

Accomplished art teachers carefully select and use appropriate instructional resources, including specialized equipment. They modify the physical layout of the learning environment as needed and make helpful accommodations, for example, designing special desks for students who use wheelchairs. Teachers modify media and processes as necessary, for instance, enabling blind students to demonstrate their knowledge and skills and build on their heightened sense of touch by working with a medium such as clay. Teachers might facilitate the achievement of students who have difficulty writing by audio-taping or videotaping their responses. Accomplished teachers investigate the many ways assistive technology can be used for students with disabilities so that they can participate meaningfully and attain higher degrees of independence and achievement.

Teachers use the inclusion of students with disabilities as learning experiences for other students, making connections to the diverse and creative ways artists throughout history have overcome countless challenges by discovering alternative strategies for manipulating tools and materials to express themselves and

communicate meaning. Teachers emphasize that all individuals have particular strengths and weaknesses. They adeptly accommodate and involve students with disabilities and advocate for them within and beyond the school setting.

Teachers comply fully with state and local policies concerning students with unique challenges. Knowing that specialists and support personnel have valuable insights into student abilities and ways to facilitate learning, teachers seek opportunities to team with them to address the needs of students with disabilities and to ensure that all students achieve success in their art education goals and objectives.

Teachers teach to the strengths of each student, building on individual accomplishments as a foundation for further progress. They create learning environments in which the creativity of each student—regardless of skill level—is encouraged and taken seriously and in which the identity of each student as a learner is valued and supported. (See Standard VII—Learning Environments.) Teachers understand that success is a great motivator. They adapt their techniques and strategies to accommodate students whose ways of learning might be different from those of their peers or the teacher. (See Standard V—Curriculum and Instruction.) They offer options to ensure equal opportunities for students with diverse learning styles. They do not abandon their goals for students who are challenged; instead, they work to find different ways to meet the outcomes desired by capitalizing on individual interests, competencies, and ability levels.

**Teachers Respond Effectively to Students Who Have Come to English as a New Language (ENL)**

Accomplished teachers know that the acquisition of language skills is an essential part of human development. They know that early-childhood students are in transition from using the language of the home to using the more formal language of society. They help children understand that language is a powerful tool that allows people to understand the world and express their views and questions about it and to communicate with other people. Dialogue among and between children about works of art and art-making processes is treated as an especially important means of promoting understanding. By observing how students use language, accomplished teachers can determine how they approach problems, their modes of understanding, and their stages of conceptual development.

Many art education programs include children for whom English is a new language (ENL students). Teachers are aware of the benefits and special challenges of helping children develop and maintain two or more languages. To the best of their abilities, teachers encourage and promote literacy in the home language of children while advancing the children’s ability to communicate in English. Teachers also move children toward an understanding of the role of standard English in future academic and economic success. In pursuing these objectives with all students, teachers model the use of standard English in their own speaking and writing, where appropriate.

<p>Teachers regard students whose native language is other than English as assets and resources for the entire learning community. The whole class can consult and benefit from these students in ways directly and indirectly related to the study of art. In working with students for whom English is a new language, as with all students, teachers focus on using oral, written, and visual language as tools for making and exchanging meaning. They capitalize on the ability of some students to express themselves more clearly through artwork than through written and oral language. They provide and promote conversational assistance, supplying students, when asked, with appropriate English words that are related to what the students have just experienced or are trying to express. They use clear enunciation and accompany explanations, whenever possible, with real objects, pictures, or other visual cues. On a regular basis, they check to make sure that students for whom English is a new language understand what is going on in the classroom. The cultural aspects of works of art provide powerful links to the lives of ENL students and are also excellent visual tools for illustrating and teaching standard English. Labeling tools and materials, displaying art vocabulary, illustrating concepts with art and other visual images, offering peer tutoring, cueing and coaching, and talking through demonstrations are useful strategies for assisting students for whom English is a new language. (See Standard V—Curriculum and Instruction.)</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Art Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-ART.pdf>*

<p><b>CAREER AND TECHNICAL EDUCATION (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD: Standard I: Knowledge of Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers have a rich, holistic understanding of who their students are as learners and individuals. They value their students’ various learning styles and stages of development, and they create learning environments that differentiate instruction to meet the diverse needs of all students.</p>	
<p>The career and technical education (CTE) learning environment, like the world of work, is a complex social organism, with a range of projects and activities competing for the attention of people with diverse needs, interests, and goals. Whether instruction is individualized, organized around teams, or focused on the class as whole, accomplished CTE teachers engage each student personally with the work at hand while nurturing everyone’s curiosity.<sup>1</sup> Instructors do so to ensure that students gain substantial knowledge and receive the best possible education in preparation for the postsecondary challenges they will face. To accomplish these objectives, educators must know their students well. Without an intimate understanding of the factors that affect student performance and behavior, it would be impossible to support students effectively.</p> <p>Dedicated to meeting the needs of all their students, accomplished CTE instructors learn as much as they can about them and apply this knowledge in the classroom and lab. Teachers study the qualities and characteristics of their students, assess student motivations, and employ an understanding of human development to personalize instruction for each student and promote the well-being of all learners. Accomplished teachers understand that they must be sensitive to student needs as they arise in various ways throughout the classroom. CTE instructors are committed to differentiating their instruction and utilizing their resources to meet the needs of every student, not only those formally identified as having exceptional needs. Teachers know that the education of every student must be individualized to help all students achieve success and realize their highest potential. Accomplished CTE teachers help all their students plot a path to the future so students can advance their academic knowledge, improve their technical skills, develop self-awareness, and prepare themselves for a competitive global workplace.</p> <p><b>Obtaining a Holistic View of Students</b></p> <p>Accomplished CTE teachers learn about the diversity of their students in all its aspects. A thorough knowledge of students encompasses an understanding of their personal temperaments and emotional needs; physical and intellectual abilities; educational, cultural, and family backgrounds; socioeconomic status; social identity;</p>	

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and career and personal ambitions.<sup>1</sup> By learning about these characteristics, teachers demonstrate respect for their students and create opportunities for meaningful communication with them. (See Standard II—Responding to Diversity.) Educators know that purposeful, appropriate instruction can only take place when it is individualized, and they understand the vital importance of basing their teaching strategies on a rich, holistic understanding of their students. For instance, a health science instructor, aware that a student in her class has a parent incarcerated for drug possession, might lead a class discussion about drug abuse in a tactful manner to avoid offending or upsetting the student. Alternatively, a performing arts instructor, knowing that a student identifies with the opposite gender and presents as such, might select a play that allows the student to audition for roles representing the gender with which the student identifies. Approaches like these make students feel accepted and build their trust, which allows teachers to help them develop opportunities for success.

Accomplished CTE instructors know that students provided with this level of attention are more likely to become involved and engaged with their educations. Students are inclined to value their schooling and believe in their ability to realize personal and professional aspirations when teachers care for them this way. Accomplished educators thus reinforce attention, affirmation, and affection throughout all learning activities to help students acquire the self-motivation and develop the self-efficacy they need to achieve their career goals. CTE instructors convey this respect for students in all facets of their education and ensure that students respect each other as well. Importantly, teachers understand that this process must take place every time they interact with students, at the start of a school year, a new course—on a daily basis as students change and grow.

Accomplished CTE teachers develop rapport with their students and gain information about them in many ways. First and foremost, educators foster positive relationships with their students so they can learn about them as individuals. Teachers supplement this kind of meaningful interaction with other strategies, such as having students submit interest inventories in class, asking about students’ extracurricular activities, or giving assignments that invite students to share information about themselves. For example, a culinary arts teacher may have students plan a menu for a family celebration so she can learn about her students’ cultures while developing their menu planning skills. CTE instructors have informative exchanges with their students during learning activities and use every resource they can within the school environment to find out more about them. Teachers study assessment data, read through academic records, and speak with other members of the learning community acquainted with their students. To supplement their knowledge of students and gain a fuller understanding of students’ lives, teachers solicit information from family members as well. These discussions may occur during open house activities or home visits or

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<sup>1</sup> The terms “family” and “parent” are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

through personal communication, electronic or otherwise. (See Standard VIII—Partnerships and Collaborations.)

**Meeting Students’ Academic Needs**

Relying on their knowledge of students, accomplished CTE teachers advance learning by tailoring instruction. For example, a health instructor might optimize student success by matching her students to clinical sites based on their skill sets and personalities; while evaluating their progress, the teacher may then raise individual problems regarding the maintenance of professional attitude or demeanor so students can reflect on and improve their performance. Educators place students in carefully sequenced programs and differentiate instruction to complement their students’ various learning styles and stages of development. For instance, prior to a unit on cakes, a family and consumer science teacher may ask students to write about their most recent baking experience; the teacher may then use these descriptions to assess his students’ familiarity with cake baking and ensure that lessons are structured to build on their interests while strengthening their weaknesses. Alternatively, an accounting teacher who wants to motivate her students and learns they are avid soccer fans during class discussion may have them analyze statistics about their favorite teams as they apply different formulas to a spreadsheet. The observations that teachers make and the information they gain along the way help them clarify the status of student learning and move it forward. Based on a clear understanding of their students as learners and individuals, instructors can make informed decisions about pace, scaffolding, or differentiation. To achieve success, CTE teachers introduce students to specific skills, processes, or techniques based on their individual status, continually evaluating student achievement and readiness for next steps.

Accomplished CTE teachers have a rich repertoire of teaching methods they use to reach every student, employing visual, auditory, and kinesthetic approaches to establish the meaning and purpose of course content. Instructors address tasks, lessons, and projects from different vantage points so students can access concepts in ways that make the most sense to them and can appreciate the relevance of the material from their unique perspectives. For example, to assess student understanding of how a bill becomes a law, a government services teacher might allow students to choose how they will demonstrate mastery—perhaps by performing a monologue, writing an essay, or creating a flowchart. Educators inspire their students’ curiosity and imagination by tapping into their individual interests. They provide students with opportunities to explore connections between the content covered in class or lab and the questions forming in their minds, helping students build their capacity and invest in their learning by strengthening weaknesses and filling gaps. For instance, if a teacher has a student who lacks effective study skills, the teacher may connect the student with a tutoring resource and guide her through a series of mini-lessons aimed at fostering and demonstrating her improvement; when the student witnesses her growing ability, she may gain greater confidence and interest in seeing further progress. A clear understanding of what students know and

can do, coupled with a thorough knowledge of students’ values, beliefs, and attitudes, allows CTE instructors to design exciting and powerful educational opportunities for all their students.

Within the learning environment, accomplished CTE teachers keep the progress of the whole group in sight even as they focus on individuals. They differentiate instruction to meet unique needs while addressing the learning styles and abilities of all their students. For example, a teacher leading a cooperative learning activity in a cosmetology class may assign students to teams based on their strengths in hair cutting or coloring. By grouping students purposefully in this way, the teacher may allow students with technical weaknesses and other learning issues, such as limited English language proficiency, to receive support from their peers. Similarly, in a collision repair course, an instructor may intentionally group students so that those with physical limitations work with more athletic peers when tasks become physically demanding. Accomplished teachers build support networks for their students while setting high expectations and challenging everyone to venture beyond their comfort zones. They encourage students to develop self-efficacy and master competencies across skill and ability levels. For example, a fire management teacher with an academically gifted student who tends to work at a faster pace may enrich her educational experience and deepen her understanding of course objectives by assigning the student an independent project to design an authentic crisis management plan for the school. CTE instructors are proactive in the engagement and advancement of all students, providing them with extra time and assistance as needed, designing multiple opportunities for students to demonstrate their knowledge, and offering advanced students chances to explore course content in greater depth. (See Standard IV—Learning Environments and Instructional Practices.)

**Meeting Students’ Professional Needs**

Accomplished CTE teachers not only know their students, they help their students know themselves better as well. Instructors help students recognize their specific strengths so they can establish worthwhile personal and professional goals. CTE teachers work with students to build their skill sets, exposing them to a range of career possibilities and encouraging them to consider which options best match their talents. Based on students’ skills, interests, and inclinations, teachers advance students’ work in their chosen career fields, assessing their ability to meet learning objectives and guiding students through capstone experiences. For instance, a teacher may encourage students who have completed foundational courses in wildlife management to participate in an environmental and natural resources competition. Accomplished teachers align curricula with students’ needs and modify them consistently to meet the changing demands of the labor market. This type of ongoing evaluation and revision allows teachers to connect the emerging talents and abilities of their students with clearly articulated requirements of business and industry. The CTE learning environment is centered on student needs and academic preparation, all pointing toward the goal of acquiring workplace values, developing life skills, and realizing professional aspirations. The intentional focus on career preparation

<p>motivates students to create professional growth plans and monitor their progress as they build positive self-images. (See Standard VI—Postsecondary Readiness.)</p> <p>Accomplished CTE instructors use project-based learning activities, real world simulations, and other work-based opportunities, such as job shadowing and internships, to develop their students’ employability skills and help them gain practical and theoretical knowledge of their career fields. Teachers guide students carefully through activities and simulations; they promote their students’ professional development by providing students with instruction in critical concepts and principles and fostering their students’ sense of individuality as adolescents, young adults, and nascent professionals. Having students select projects based on their interests and aspirations, or pursue an approach to a task or problem based on their experience and knowledge, encourages independent thinking, builds confidence, and inspires students to take pride in their work. Many times, the students of accomplished teachers take on projects they believe will have a direct impact on their communities, such as creating a web-based marketplace to sell jewelry or opening a restaurant to serve teenagers healthy yet appealing foods. Throughout learning activities, CTE teachers communicate high expectations and motivate their students to strive continuously for excellence in themselves and their teams while maintaining a healthy work and life balance. Instructors understand that work-based opportunities create a strong sense of ownership in their students and inspire meaningful engagement with their learning objectives and professional growth plans.</p> <p>As students experience self-discovery and build self-confidence, accomplished CTE teachers continue to learn more about them and support their students even more closely. Instructors work through goals with their students based on a sense of mutual respect. Using the holistic knowledge they gain, teachers provide students with learning experiences that encourage them to develop their academic knowledge and technical skill base as they explore personal and professional issues likely to reappear in college or the workplace and throughout their lives. Accomplished educators support their students throughout this process of development, acting as teachers, mentors, role models, and work supervisors. CTE instructors form trusting, nurturing teacher-learner relationships with their students and establish a challenging, rigorous manager-employee dynamic as well. Accomplished teachers balance these demands to meet the primary goals of career and technical education: the transformation of adolescents into adults and students into professionals.</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Career and Technical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-CTE.pdf>*



<p><b>ENGLISH AS A NEW LANGUAGE (EMC) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: Knowledge of Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers of English language learners apply their knowledge of students’ language development, cultures, abilities, values, interests, and aspirations to facilitate their students’ linguistic, academic, and social growth.</p>	
<p>Knowledge of their students is the foundation for instructional decisions made by accomplished teachers<sup>2</sup> of English language learners. Teachers understand their students and build meaningful relationships with them and their families. Teachers know that English language learners are an extremely diverse population, and they build on this diversity to help students learn.</p> <p><b>Understanding and Appreciating the Diversity of English Language Learners</b></p> <p>Accomplished teachers work with students whose cultures and social histories are even more diverse than the languages they speak. Their students may be indigenous Americans with heritage languages other than English; newcomers to the United States; or students born in the United States who live in communities where the home language<sup>3</sup> is not English, or whose language backgrounds combine multiple linguistic, cultural, and social characteristics. Teachers therefore recognize the need to understand their students from a variety of perspectives. Teachers consider a set of complex factors for each of their students, including place of birth, immigration history, age upon arrival in the United States, previous experience with English and current English proficiency, socioeconomic level, grade and literacy levels in English and in the home language, prior formal educational experiences, and familiarity with technology.</p> <p>Accomplished teachers are knowledgeable about a range of local and global issues that can influence students’ perceptions of and experiences in school. Teachers understand that factors such as age; gender; immigration status; exposure to traumatic events; and personal interests, needs, and goals can affect student learning. Teachers know that factors such as family<sup>4</sup> income and parents’ English language proficiency and education levels can influence students’ academic success.</p>	

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

<sup>3</sup> As used throughout this document, home language is the language other than English used dominantly in the home, regardless of the students’ level of proficiency in that language. This language may be representative of the language spoken in the country from which a student emigrated.

<sup>4</sup> *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

Furthermore, teachers are aware of the challenges many English language learners face within their immediate environments and in the larger society, such as racism and discrimination based on language, culture, ethnicity, and religious affiliation. Teachers acknowledge the ways such factors can inhibit students' English language learning and academic and social success. Teachers, however, see beyond perceived limitations and continuously strive to understand their students' dreams and help them meet their goals inside and outside school.

### **Understanding Diverse Families**

Accomplished teachers know that school infrastructure, familiar and therefore almost invisible to peers born and raised in the United States, may present special challenges for newly arrived students. English language learners may come to school with little or no prior formal education or may have attended schools in educational systems very different from the ones they encounter in the United States. For example, they may not be familiar with routines of daily school life, such as classroom rotations, bell schedules, and locker systems. Students may not understand the reasons for special events and circumstances such as pep rallies, school pictures, or emergency drills. Ordinary school days can present obstacles to students who are unfamiliar with school procedures and have limited access to the language of school. Teachers take care to explain how and why schools operate as they do, helping students to understand the culture of the classroom and to function successfully within the larger educational system. Teachers might, for instance, devote a few minutes of class time to familiarizing English language learners who are new to the school with the daily schedule; class, lunch, school dismissal, and transportation procedures; and requirements and deadlines for participation in after-school programs, clubs, or teams.

### **Viewing Students as Resources**

Accomplished teachers believe that the wide range of abilities, knowledge, cultural backgrounds, and interests that students bring to class serves as a basis for learning. Teachers draw on these resources to provide challenging opportunities for English language learners to engage in academic content and provide a bridge to new learning. To activate students' knowledge regarding a geography lesson, for example, teachers might invite students to share their views about how personal experiences in rural, urban, or suburban communities have been influenced by geographical or environmental factors.

Teachers know that students may be very competent academically without being proficient in English. Teachers support students' classroom participation as well as affirm and expand students' multilingual skills by encouraging the use of native languages as a learning tool. Similarly, teachers are aware that students with limited or interrupted formal education often have highly developed cognitive and practical skills constituting an informal knowledge base that can be tapped as a rich resource for academic learning. For instance, students who hold responsibility for household

shopping or for some aspect of the family business may have developed excellent organizational skills, the ability to add and subtract quickly and accurately, or the capacity to remember a series of items on a list—all real-world skills that teachers can build upon to foster classroom success.

### **Forming Constructive Relationships with Students**

Accomplished teachers know that building relationships with students creates opportunities to learn about students as individuals, and that this knowledge can support student's language and literacy development and academic achievement. Teachers observe their students carefully, noting whether they enjoy school, make friends, develop a sense of belonging, accept responsibility, or display concern for others. Teachers are alert to transformations in students' social development as they enter adolescence and their relationships with peers and adults change. Through observations and frequent interactions with students, teachers learn about their students' values, interests, talents, concerns, and aspirations and can determine whether and when students need advice or assistance. For example, teachers might encourage students to examine their personal values and compare them to the values of other cultures to help students better understand why groups act as they do and to assist students in communicating across cultures. Teachers provide culturally responsive guidance where possible and offer help as needed.

Accomplished teachers recognize that students may need to develop close relationships with concerned adults outside the family and comfortably fill this role as they help students adapt to their new environments. Teachers sometimes take on the responsibility of informally counseling students who are dealing with difficult social or economic circumstances. Knowing that English language learners may be accustomed to different authority structures or forms of social and instructional interactions, teachers develop relationships with students that allow them to improve their interpretations of student behavior and performance and to understand students' needs. Accomplished teachers make themselves available to advise students on a wide range of issues, including academic progress and the importance of staying in school, peer relationships, and extracurricular activities, and they can direct students to additional resources both inside and outside the school. Teachers are sensitive to individual students' perceptions of their own identity and status, which can be influenced by their place of origin, time of arrival in the United States, immigration history, socioeconomic level, and home language, among other variables.

### **Observing Diverse Students Insightfully**

Accomplished teachers employ various means of learning about students and their families, communities, and school environments. Teachers listen to students in the diverse settings where students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers observe students working in groups and individually, noting their strengths, learning profiles,

and interactions with peers. As keen observers of students and as experts in language development and cultural diversity, teachers understand that the significance of gestures and other body language can differ across cultures. A male Korean student who scratches the back of his head, for example, may indicate regret or signal a desire to ask a favor or a question. A female student from China might refrain from participating in class activities because her culture teaches her to avoid drawing attention to herself, not because she lacks understanding of what occurs in class. Teachers reinforce their understanding of students through discussions with family members or other caregivers and professional colleagues. They use the information they gather to determine the direction, approach, and content of their teaching; to motivate students; and to ensure that they equitably meet the unique and common needs of all. (See Standard II—Knowledge of Culture and Diversity.)

### **Working Successfully with Students with Exceptional Needs and Talents**

Accomplished teachers seek assistance from colleagues to assess and identify students with exceptional needs, including gifted learners, and then address students' needs to provide meaningful and appropriate classroom experiences. They know that families often have insights about students that may not be evident in school settings. Consequently, teachers make special efforts to learn from families, involve them in decision making, and inform them of students' progress. Teachers also work cooperatively with a variety of educational specialists such as speech and language pathologists, reading specialists, special educators, physical and occupational therapists, psychologists, and specialists in child and adolescent development. Teachers seek assistance from other experts who speak students' home languages and are familiar with their cultural backgrounds and prior educational and social experiences.

By collaborating with other educators, such as reading coaches or special education teachers, accomplished teachers can plan, implement, and adapt appropriate content curriculum, language learning objectives, and instructional practices while making sure each learner is an important and valued member of the class. Teachers fashion instructional environments to help students learn English while also learning about one another and understanding each individual's unique abilities. Teachers take care to adapt their practice to the linguistic and cultural needs of their students, and when necessary, to seek appropriate support services to monitor their progress and ensure their success. Teachers also respond to students who need to concentrate on selected learning outcomes and those who would benefit from a highly systematic approach to refining skills. Teachers do so while maintaining their commitment to promoting critical thinking and problem solving, helping students develop social relationships, and nurturing the special gifts and talents that each student brings to the classroom.

**Creating Instructional Tasks That Respond to Both Commonalities and Differences among Learners**

Accomplished teachers know that students represent a continuum of language learning and use this awareness as they design appropriate teaching strategies, learning activities, and assessment tasks. Some students come to school speaking a language other than English at home and are learning English as a new language. Other students may speak English, but have a community language other than English. Still other students may be multilingual and multiliterate, and others may not be literate in any language. Given the variety of student populations and the varied goals of instructional programs, such as dual language instruction, some teachers develop students’ proficiency in and teach through more than one language; some may teach in bilingual settings; some teach primarily through English while using students’ native languages for instructional support; still others teach only through English. The requirements of a particular teaching assignment notwithstanding, teachers create opportunities for meaningful communication that allow students to interact with and learn academic content while building proficiency in one or more languages.

To provide diverse entry points into the curriculum, accomplished teachers must be attuned to students’ individual abilities to understand and respond in a new language. Teachers must also consider students’ cultural backgrounds, their prior educational experiences, and their dispositions toward different modes of learning. Understanding these factors leads teachers to design a variety of instructional approaches to accommodate the class as a whole while acknowledging the individuality of its members. For instance, a teacher of students at an intermediate English proficiency level might intervene as early as possible to provide individualized instruction and other supports to students who are not making reasonable progress in their literacy development. Teachers may select a single language program to use with the entire class but vary instructional goals and activities for individual students based on their particular needs.

**Reflecting on English Language Learners**

Accomplished teachers reflect on the academic, cultural, and other resources that each student brings to the classroom and find ways to use those resources to improve the academic progress of all students. Accomplished teachers inform their instruction by analyzing and reflecting on the demographic realities affecting their students, including such factors as length of residency in the United States, age upon arrival, place of origin, home language, socioeconomic status, family structure and values, educational background, and intellectual abilities.

*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>*

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<p><b>ENGLISH LANGUAGE ARTS (EA) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>Assessment is included throughout the English Language Arts Standards. Sections from the following standards are included:</b>  <b>STANDARD I: Knowledge of Students</b> (entire Standard)  <b>STANDARD IX: Inquiry</b></p>	
<p><b>OVERVIEW:</b> Accomplished English language arts teachers acquire knowledge about their students to advance students’ learning in the English language arts and to prepare students for successful participation in the world.</p>	
<p>Accomplished English language arts teachers understand that teaching is founded on the knowledge of students. Teachers use knowledge about early adolescents and young adults to make sound and deliberate instructional decisions to positively affect student learning. Accomplished teachers genuinely like working with young people. They believe that all students can learn, even though not all students progress in the same way or at the same pace.</p> <p>Accomplished English language arts teachers<sup>5</sup> obtain insight into many aspects of students, including the knowledge, talents, and interests each student brings to the learning environment. Because accomplished English language arts teachers understand that gaining knowledge about learners must be an ongoing process, they are always alert to opportunities for increasing their understanding of their students’ cultures, concerns, and aspirations. Teachers then apply the information they have gathered in many ways, from adjusting their perspectives about students, to adapting instruction, or modifying the learning environment. Accomplished teachers not only use their knowledge about students to make the learning process easier or more familiar; they also use their understanding to challenge students’ thinking and inspire them to try things they might not have attempted on their own.</p> <p><b>Understanding Early Adolescents and Young Adults</b></p> <p>Accomplished English language arts teachers understand that there are specific developmental characteristics associated with early adolescence and young adulthood. Teachers expect, accommodate, and value a wide variation in the maturity and life experiences of early adolescents and young adults within the same learning environment. Through classroom experience and knowledge of research, teachers develop a broad perspective on patterns of adolescent physical, social, emotional, and language development. They then use their accumulated knowledge to foster students’ literacy development.</p>	

<sup>5</sup> All references to teachers in this document, whether stated explicitly or not, refer to accomplished English language arts teachers.

<p>Accomplished English language arts teachers know that a particular concern within the early adolescent and young adult experience is youth culture, which is defined as the blend of experiences, styles, behaviors, and interests that characterize adolescence. Although it is not always possible to have broad knowledge of youth culture, accomplished teachers become familiar with it through research, course work, and direct experience. Even when an accomplished teacher is not thoroughly knowledgeable about students’ current interests, it is still possible for the teacher to build relationships by demonstrating interest in what students know and care about. To whatever extent is possible, accomplished English language arts teachers are familiar with the television programs and movies that early adolescents and young adults watch; the books and magazines they read; the music they listen to; the electronic or virtual experiences they participate in, create, or encounter; and the ways in which they communicate with one another. Many accomplished teachers go beyond simply knowing the names of significant games, books, movies, and cultural icons; they read, watch, play, and learn about some of them in depth. Students are more likely to be engaged when accomplished teachers are interested in them.</p> <p>Accomplished English language arts teachers are aware of the influences that shape early adolescents’ and young adults’ individual identities. They recognize that students may grapple with their own awareness and appreciation of their cultural, linguistic, and ethnic heritage; family<sup>6</sup> setting; socioeconomic status; sexual orientation; gender; disability; prior learning experiences; personal interests; and academic and social experiences. Teachers understand that their students’ identities are fluid, and they use this knowledge to create a supportive and flexible learning environment. Accomplished teachers are tenaciously committed to learning more about students’ backgrounds, abilities, and attitudes; caring for them; and guiding their development as literate human beings. Teachers respect and celebrate students’ individuality.</p> <p>Accomplished English language arts teachers closely examine their students’ first works for clues to their literacy development and interests. Teachers are vigilant throughout the school year, developing understandings about individual students through conversations, interactions with parents, observations of student work, various assessments, and other experiences inside and outside the classroom. To accomplished English language arts teachers, the act of knowing their students encompasses understanding each student’s capacity to read, view, write, produce, speak, and listen in English. Teachers also seek to understand the particular communication and language needs of students for whom English is a new language, students with disabilities, other students needing extra support, and students who can benefit from advanced challenges. (See Standard X—Assessment.)</p> <p>Accomplished English language arts teachers are keenly aware of the diverse challenges and realities students face, such as health issues—whether physical or</p>	
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<sup>6</sup> The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

psychological—and any other obstacles to student learning. Teachers are sensitive to changes in students' appearance and behavior. Teachers do not overreact, but they respond quickly and appropriately to determine whether these changes are significant and problematic. Because accomplished teachers know a great deal about their students, they are more likely than less accomplished observers to detect subtle signals when a student is in crisis and to respond appropriately.

Accomplished English language arts teachers systematically observe students in group settings to analyze group dynamics. They understand that students are shaped by their interests, cultures, families, communities, schools, and classes, and although they do not stereotype students, accomplished teachers understand that they can gain useful insights based on the groups with which students identify. Accomplished teachers can perceive subtle differences among similar groups. For example, they perceive that the cohort of students in one grade may vary remarkably from the cohort of students in another grade within the same school, despite the fact that the gender and demographic breakdowns of the two groups are relatively the same. Teachers know that their students differ in their knowledge, needs, and dispositions, and that students perform differently in different contexts. Knowing students means knowing the fears and dreams that inspire them, the issues that stir them, and the causes that speak to them.

### **Applying Knowledge of Students**

Accomplished English language arts teachers use knowledge about early adolescents and young adults in general and their students in particular to build positive relationships. Accomplished teachers know how to build trust and support in ways that increase students' overall academic success and their proficiency within each of the language arts.

To build trusting relationships with their students, accomplished English language arts teachers honor their students' passions and concerns. Teachers also behave in an approachable manner and make themselves available. For example, teachers may attend before- and after-school programs, extracurricular school events, and community activities. Accomplished teachers use the knowledge gained through professional occasions to establish appropriate outlets as needed for students. For example, a student struggling with a loved one who is experiencing a terminal illness might benefit from reading a novel about a character in a similar situation, and might even use the novel as the gateway to conversations with the teacher about this issue. However, accomplished teachers are sensitive to their students' individual temperaments; they understand when to intervene directly and when to act more reticent in order to respect a student's privacy. Although teachers observe professional boundaries and remain in adult roles in all relationships with students, their professional status does not prevent them from being accessible, caring, and eager to share knowledge that will empower students.

Accomplished English language arts teachers use their knowledge of students to strategically match the best instructional practice with individual students or groups of students, differentiating support as needed to foster students’ literacy development. Accomplished teachers adjust the curriculum to match the student in ways that promote learning within each student’s optimal range of development. Teachers know that targeting instruction that is challenging to a student while being sensitive to his or her developmental level enhances the potential for student engagement with learning and fosters growth. Accomplished teachers do not assume that students share the same background or aspirations. For example, accomplished teachers know their students sufficiently well to recommend independent reading that matches students’ interests and instructional or independent reading level. In cases when teachers assign the same book for the entire class, they know their students’ reading levels well enough to adjust and vary their instructional strategies as necessary. Accomplished English language arts teachers are adept at creating assignments that build on individuality, and they provide students with opportunities to read, view, write, and produce varied types of texts about topics that interest them. Teachers also can help students develop knowledge and skills in areas in which they might not currently have an interest, skillfully creating engagement with subjects that might otherwise provoke boredom or resistance. Accomplished teachers ensure that every student has the opportunity for their individual voice to be heard. (See Standard IV— Instructional Design and Implementation.)

Accomplished English language arts teachers systematically learn about their students’ knowledge of global issues and current events. Teachers then purposefully address the gaps between what students know and what they need to know to become active, knowledgeable, and critical participants in a global world. Accomplished teachers cultivate student awareness of important events occurring in other countries and then connect these events to the English language arts learning environment. For example, a teacher might help students draw parallels between a contemporary totalitarian society described in a news article and a fictional dystopia such as the one described in *The Hunger Games* or “Harrison Bergeron.” The teacher might then build on students’ awareness of the connections between the real and the fictional by asking students to write their own short story using an exaggerated scenario based on a contemporary issue. Accomplished teachers help students see the importance of their voices and roles in a world whose problems and solutions are increasingly interconnected.

**Reflection**

Accomplished English language arts teachers reflect on their knowledge of their students as a way to gauge the effectiveness of their practice on student learning. Teachers monitor ways in which they connect their knowledge about students to their practice. Accomplished teachers understand ways in which their application of knowledge about students is more or less effective in engaging students in instruction. In order to identify areas in which they must update their knowledge of students, teachers use classroom experiences and other kinds of interactions with students.

<p>Teachers seek out ways to better understand their students and incorporate that knowledge into daily instructional practice.</p> <p>Accomplished English language arts teachers determine the extent to which their knowledge of their students affects student learning. A teacher might notice that a student who never exhibited this behavior before suddenly starts falling asleep in class. The teacher might seek out information from colleagues and the student’s parents to determine whether the change in behavior is driven by a lack of interest in academics or is the result of factors unrelated to school. A teacher might also seize an opportunity to use one student’s specialized knowledge to enhance learning for other students. For example, if the class fails to understand the idea of allusions in literature, a student who is a proficient gamer might cite the analogous ways in which allusions are used in video games. An accomplished teacher would analyze this situation and determine whether a detailed discussion of this connection would serve as an illuminating example or as a distraction. If the former, the teacher might invite the student with game expertise to discuss how allusions are used in specific video games.</p> <p>Accomplished English language arts teachers critically examine their practice on a regular basis to improve their knowledge about students and apply this knowledge in more productive ways. Accomplished teachers review all the methods available for gathering and applying knowledge about students. When they realize that their insight is somehow limited, accomplished teachers identify resources for obtaining the knowledge they need. These resources may include classroom experiences as well as conversations with students, other educators, parents, and community members. A teacher might invite students to bring in artifacts such as favorite movies, books, songs, or television shows to stay current with youth cultural interests. Accomplished teachers learn about their students through various means, including out-of-school avenues such as musical, artistic, athletic, and other community events. Accomplished teachers realize that some of their most powerful professional learning is inspired by the students themselves.</p> <p><b><i>From Standard IX: Inquiry</i></b>  <b>Knowledge of Students and Inquiry</b></p> <p>Accomplished English language arts teachers realize that teaching inquiry starts with knowing students. The level and type of inquiry in a classroom will differ according to the characteristics of particular students and of the classroom and community. Accomplished teachers prepare for inquiry by asking themselves three key questions: What do students know? What are the reasons behind their knowledge? What can they currently do or not do with their knowledge? Once accomplished teachers have the answers to these questions, they perceive where to begin and how to scaffold students’ inquiry. When structuring an inquiry project, an accomplished teacher gathers a variety of resources so that students can begin their investigations successfully and are excited at the prospect of pursuing them. Accomplished teachers understand the necessity of teaching inquiry to all students. (See Standard I—Knowledge of Students.)</p>	
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<p>Knowledge of students allows accomplished English language arts teachers to structure activities in ways that enable students to be successful in a variety of inquiry approaches. Students might compare two or more pieces of literature from a similar time period, about a similar topic, or by the same author. For some students, the starting point of inquiry might be simply understanding that there are multiple viewpoints on a topic. For other students, a point of entry might be taking ownership of a problem in which they have a personal interest and researching possible solutions. Teachers understand that students who know a great deal about a topic may be able to engage in deeper levels of inquiry than students who know less. Accomplished teachers are able to transform what they know about their students into meaningful inquiry experiences.</p> <p>Accomplished English language arts teachers use their knowledge of students to address fairness, diversity, and equity in inquiry. Teachers use inquiry as a tool to ensure that students consider diverse texts and experience a variety of reading, writing, producing, viewing, speaking, and listening tasks. Teachers also promote fairness and equity in inquiry by favoring students’ multiple ways of knowing and expressing. Teachers understand that inquiry validates students, their diverse experiences, and the unique expertise that each individual provides. Whenever possible, accomplished teachers attempt to co-construct inquiry problem statements with students, parents, and other community members. Accomplished teachers support students in using inquiry to make thoughtful and well-informed decisions and become agents of change on issues important to them. For example, if a younger sibling lacks access to a playground, a student might explore ways to solve this problem.</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>*

<b>EXCEPTIONAL NEEDS SPECIALIST (ECYA)</b> <i>Early Childhood through Young Adulthood</i>	<b>NOTES</b>
<b>STANDARD I: Knowledge of Students</b>	
<b>OVERVIEW:</b> Accomplished teachers of students with exceptional needs use their knowledge of human development and learning and their skills as careful observers of students to help develop students’ knowledge, aptitudes, skills, interests, aspirations, and values.	
<p>To provide students with a quality education, teachers<sup>7</sup> must understand the origins and nature of various types and manifestations of exceptionalities. They must know their students as individual, life-long learners, especially in terms of their exceptional needs. A broad knowledge of human development underlies their repertoire of teaching skills, coupled with a sound understanding of specific growth, developmental, linguistic, cultural, and medical issues associated with children and youth with exceptional needs.</p> <p>Teachers constantly strive to understand what their students know and how their students approach tasks, interpersonal relationships, and learning. Teachers observe and listen to students as they learn, work, and play in a variety of settings. They challenge students to understand more about their own motivations and values. Teachers work closely with families<sup>8</sup> to learn about an individual student’s strengths and needs, aspirations, and life outside school. The knowledge teachers gain from insightful observation and interaction allows them to tailor instruction to motivate and challenge students and meet their specific needs. Moreover, in concert with the inherent belief that all children can learn to their full potential, accomplished teachers set high, realistic expectations for students, recognizing the special circumstances an individual child’s exceptionalities may present.</p> <p><b>Teachers Know How Children Grow and Develop</b></p> <p>Accomplished teachers are knowledgeable about the stages of human development and learning. They draw on this knowledge to create realistic, age and developmentally appropriate activities and materials for individual learners that embody significant problem-solving and real-world applications. They regularly revise and rethink their instructional strategies to accommodate the range of abilities and developmental levels among their students and within individual students. Teachers might, for example, involve some students in decision-making processes, collaborating with them to determine how personal goals can be measured and</p>	

<sup>7</sup> All references to teachers in this document, whether stated explicitly or not, refer to accomplished Exceptional Needs Specialists.

<sup>8</sup> Family is used in this document to refer to the people who are the primary caregivers and guardians of children.

encouraging them to set timelines and determine benchmarks for achievement. For other students, teachers may provide instruction in how to anticipate and plan for educational and social interactions that will occur during the day.

When teachers perceive significant variations in patterns of a student's physical, cognitive, and social development, they know how to design interventions that match each student's particular circumstances. Teachers of students who are blind and visually impaired, for example, understand the multitude of factors—and the complex interaction of these factors—that influence development and learning in students, including the age at onset of the visual impairment, how it is diagnosed, its cause, the prognosis, the level of visual functioning, and the presence of additional exceptionalities.

Teachers understand the connections among physical, social, emotional, communicative, and cognitive developmental stages that enhance or inhibit the development of a range of exceptionalities. They know that individual students may be more comfortable learning in particular ways and in particular settings. Some are more comfortable working by themselves, while others prefer small groups. Some enjoy instruction that incorporates vigorous physical activity, and others may be unable to perform in the presence of distractions. Some students like to participate in class discussions, but others find written responses a more advantageous form of communication. Some students articulate at higher levels than their peers, whereas others communicate with assistive devices. Teachers understand that such differences in learning can affect a student's knowledge, skills, interests, and aspirations, so they design instruction that gives each student opportunities to approach important issues, ideas, and concepts in several ways.

Because students participate differently in similar activities, teachers make multiple adaptations within the same lesson to offer varied representations of information and engage a range of student abilities. For example, teachers might provide access to written information through a variety of formats, such as reading with a partner, audio text, or text-to-voice technology. Some students require extra time to process information, whereas others need elaboration to help them understand concepts. Some students benefit from direct instruction, but others find success in independent or collaborative learning processes. Teachers know how to communicate concern and understanding regarding students' needs; adapt instruction to suit changing circumstances; and help individual students participate in the intellectual and social life of the school.

Accomplished teachers know that students differ from one another in the way they learn and think, the pattern and pace of their growth, and their language and social capacities. Teachers understand that some children learn quickly, while others learn incrementally, moving from basic concepts to mastery of increasingly complex ideas and tasks. Accordingly, they design developmentally appropriate cross-curricular and multisensory activities that promote independence, confidence, and motivation to learn. Teachers strengthen students' abilities to assimilate and integrate knowledge

by creating opportunities in which students use abstract and higher-order skills in addition to basic skills such as memorization. Such efforts encourage students to expand their thinking and acknowledge perspectives other than their own. Teachers, for instance, may challenge their students to predict a story outcome and then ask them to incorporate the new ending when rewriting the story from the viewpoint of one of the main characters. Moreover, teachers vividly and concretely demonstrate that knowledge comes from a variety of sources. Inquiry-based learning, for example, provides opportunities for students to explain their thinking to peers, thereby enhancing students' perceptions of each other as viable sources of knowledge and important contributors to the community of learners.

These teachers comprehend the importance of play for students at all developmental levels to stimulate thinking and creativity while enhancing socialization and communication. Knowledge of peer relationships helps teachers facilitate interactions among students that support learning and development. Teachers therefore provide ample opportunities for fun activities that call on students to interact with each other and challenge students intellectually and imaginatively. Teachers might arrange activities in which students take turns, cooperate with team members, and encourage others to succeed. Because some children enjoy logic games and creative problem-solving competitions, their teachers might incorporate such intellectual playfulness in their planning and instruction. For students who enjoy learning meaningful facts, teachers might create an intellectual scavenger hunt in which teams compete to access and apply information. Teachers encourage creative expression to nurture students' inventiveness, organize their thinking, and prepare them to address new challenges.

### **Teachers Are Insightful Observers of Students**

Teachers are skilled at learning about students by observing them at work and at play in a variety of settings and under a broad range of circumstances. They draw on daily interactions with students and frequent communication with students' families to identify the domains in which students are most knowledgeable and adept and those domains in which they need help. Teachers are alert to anything that contributes to a student's full participation. Understanding the importance of vision in the learning process, for example, through modifications to instruction and to instructional environments teachers compensate for the lack of incidental learning by students whose vision is impaired. Because students who are deaf rely on visual information to learn, teachers might vary instructional media to provide visual breaks. Teachers recognize subtle changes and differences in a student's attitude, tone, and enthusiasm and use that information to identify issues that require immediate attention.

Teachers prepare students for further education, entry into the world of work, independent living, and leadership—for future roles that place them meaningfully in society and to fulfill each student's unique potential. To these ends, teachers work with students and families to identify students' strengths and needs so that they may

all make sound decisions about the future. For some students, therefore, instruction must focus on functional living skills, self-advocacy, and community life, with the aims of reducing students' dependence on others and preparing them for independent living. Students who are blind or visually impaired, for example, frequently receive instruction in orientation and mobility skills within their communities, which enables them to travel with greater independence. For some students, instruction might guide them into leadership roles or develop their abilities to be producers of knowledge. A teacher might help a student pursue a particular interest or talent in music or the culinary arts. Students who face physical, emotional, or behavioral challenges are inspired to strive for future lives that permit them to accommodate specific needs while satisfying their intellectual potential. To meet the needs of these students, teachers might recommend complex technological equipment or simply endorse a work or living environment suitable for learning. Whatever strategies they adopt, teachers make certain that they have the tools necessary to assess students' needs and to effect positive outcomes.

Accomplished teachers are aware of the effects in some students' lives of factors such as poverty, crime, divorce, drug use, unsafe communities, and families in difficult circumstances. Teachers are sensitive to conditions students face, and they respond appropriately when students and families in such situations perceive a lack of opportunity for learning and success.

**Teachers Recognize and Capitalize on Students' Diversity, Commonalities, and Talents**

Teachers appreciate students' diverse cultural, linguistic, socioeconomic, and racial and ethnic backgrounds and understand and value the range of abilities they possess. They capitalize on student diversity<sup>9</sup> to enrich the pursuit of academic, social, and civic goals. Teachers also recognize that students come to them already competent along several key cognitive, behavioral, and physical dimensions, and they take advantage of each student's knowledge and experience to enrich instruction. Teachers might, for instance, make use of multicultural activities in which students share their own experiences and customs, or arrange for students to participate in a community-sponsored cultural festival. Incorporating literacy skills while celebrating cultural identity, for example, a teacher might help students organize, illustrate, and publish a cookbook of family recipes to reflect the diversity of the classroom, school, or community.

At the same time, however, teachers know that students of a particular age, without regard to their background, share many of the same interests, have had similar successes, face common challenges, and enjoy many of the same kinds of experiences and learning opportunities. Teachers know that most students respond well to hands-on instructional activities or activities that link instruction to aspects of

<sup>9</sup> Diversity in this document includes race, nationality, ethnicity, religion, language, culture, socioeconomic status, sexual orientation, body image, and gender.

the peer and community culture, and they take this into account in designing instruction. A teacher might sponsor a book club, for instance, that includes adults and learners of varying ability levels. Thus, although they capitalize on the diversity among their students as an opportunity for learning and keep those diverse learning needs in mind as they plan instruction, accomplished teachers also use students' similarities as a tool for promoting cohesiveness and engagement in learning activities.

Teachers know that students aspire to success and that students with exceptional needs, in particular, benefit from efforts to develop their self-confidence so that they can take their place in the larger school setting and in the community. Teachers create learning opportunities that highlight individual growth so that students recognize their potential and develop positive self-concepts. For example, a teacher might encourage a student who displays distinct social capabilities and ease in public speaking to seek election to a leadership position in student council, class, or club activities.

**Teachers Advocate for Students**

Accomplished teachers champion students' interests, helping them participate fully with their peers and helping them to learn self-advocacy. Teachers understand the special pressures and frustrations that some students with exceptional needs experience and the significant physical, emotional, and cognitive challenges unique to their exceptionalities. Teachers therefore enlist the expertise of colleagues, family members, and others in counseling and advising students on a wide range of issues, from academic progress to social relationships. Doing so enables teachers to identify students' strengths, interests, and talents and support students' learning and development. As advocates for students, accomplished teachers base decisions on students' needs, even when those decisions are difficult to implement or contrary to popular opinions. Teachers recognize that their professional responsibility includes defending students when students cannot defend themselves.

Teachers foster the growth of networks of support and self-help that make students' school experiences positive. Drawing from the varied settings that serve students, vital links in these support networks include school administrators, general education teachers, paraeducators, mentors, school counselors, therapists, psychologists, social workers, medical professionals, peers, and family members, as well as community agencies, leisure providers, universities, and local businesses.

*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>*

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<b>GENERALIST (EC)</b> <i>Early Childhood</i>	<b>NOTES</b>
<b>STANDARD I: Using Knowledge of Child Development to Understand the Whole Child</b>	
<b>OVERVIEW:</b> Accomplished early childhood teachers use their knowledge of child development to understand young children and to foster each child's development and learning.	
<p>Accomplished early childhood generalists possess the deep knowledge of child development essential for high-quality teaching and learning. They use theories of growth and development to understand the individual children in their classroom and to inform their practices. Teachers<sup>10</sup> know that child development is a complex and dynamic mosaic of change that varies from child to child. Teachers view children holistically; they understand that all developmental domains are interrelated and that changes in one domain may affect changes in another. Their understanding of the phases of early childhood development makes accomplished teachers keenly attentive to the multiple ways young children communicate their knowledge, needs, and capacities. Accomplished teachers honor young children as capable and inquisitive learners, and they respect the ways in which growth and development may differ from one child to another.</p> <p>Accomplished early childhood teachers analyze research demonstrating the relevance of early childhood education to all domains of child development, including social, cognitive, linguistic, physical, emotional, and ethical. They understand the important aspects of each domain, the full range of stages and behaviors within each domain, and the factors that promote or inhibit development. Teachers seek out relevant research in child development and apply that knowledge to meet all children's needs.</p> <p>Accomplished early childhood teachers understand that early childhood is the critical foundational period of learning and development that sets the stages for future development. They know that research continues to evolve, giving insights into how the brain functions in young children. Teachers know the factors that influence brain chemistry and development, such as nutrition, the environment, and trauma; and they provide stimulating activities to enhance children's health, learning, and behavior. Accomplished teachers nurture young children's curiosity, problem solving, autonomy, caring, risk taking, persistence, and humor.</p>	

<sup>10</sup> All references to *teachers* in this document, whether or not stated explicitly, refer to accomplished early childhood generalists.

In the remainder of this standard, the domains of child development are discussed separately, although accomplished teachers are aware that, in fact, they are intertwined.

**Fostering Physical Development**

Accomplished early childhood teachers understand the ways in which physical development can have positive and negative impacts on all areas of young children’s growth and development. They know that physical development is characterized by change, growth, and maturation of the body. Physical development encompasses physical growth, fine-and gross-motor development, and sensory development. Teachers know that young children’s growth and development are affected by such factors as health, nutrition, exercise, and sleep, and teachers know that the degrees to which children receive adequate rest and nutrition are expressed through their levels of energy and alertness. Accomplished teachers are advocates for the health and well-being of all young children.

Accomplished early childhood teachers recognize the stages and signs of healthy physical development in young children. They are alert to evidence of physical problems that may detract from a child’s ability to learn, such as hearing or vision problems, illness, neglect, abuse, poor nutrition, dental problems, lack of sleep, and any possible exceptionalities. They know which physical difficulties or limitations may indicate more serious problems. Teachers understand that young children receive information from their bodies and the environment through their senses, including touch, smell, hearing, vision, taste, and proprioception, which is the sensing of temperature and body position. Accomplished teachers understand that the way children gather and process sensory information influences their ability to interpret information and perform such tasks as planning physical actions, performing steps in sequence, and completing tasks in a coordinated manner. When appropriate, teachers consult with families<sup>11</sup> and, if necessary, refer children to specialists for evaluation. For example, if a child consistently fails to respond to the teacher when the teacher is speaking behind the child, the teacher might ask the parents if the child exhibits the same behavior at home and perhaps ask about the child’s health history. If it seems likely that the child has a hearing problem that requires intervention, the teacher would assist as appropriate.

Accomplished teachers use their knowledge of children’s physical development to structure learning experiences and environments in ways that are suitable to each child’s sensorimotor and cognitive development. Teachers understand the importance of classroom furniture that is child-sized; of daily schedules arranged to provide opportunities for longer, active-movement times balanced with shorter, quiet times; and of manipulative centers that provide aid in children’s small-motor

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<sup>11</sup> The term family is used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

development. They plan periods of large-motor, vigorous exercise, knowing that such activity promotes brain, lung and organ development. Early childhood generalists take responsibility for designing the entire range of learning experiences to support healthy physical development, weaving movement activities throughout the curriculum and the day. When possible, they collaborate with physical education and health education specialists to extend opportunities for children's well-being and development.

### **Fostering Cognitive Development**

Accomplished early childhood teachers understand that early childhood is a critical period in cognitive development. Teachers understand how children are thinking at a given phase in their development and know how to help them move to the next level of reasoning. Teachers know that whereas most young children draw upon all of their senses to learn, some children are primarily visual learners, other children learn best through auditory means, and still others can best process information when it is presented in multiple modalities. Teachers use their knowledge of individual children's learning styles to create learning experiences that are accessible to each child. In the case of a child who has difficulty maintaining attention during cognitive tasks, the teacher might intersperse cognitive tasks with periods of intense physical activity; whereas with children who learn cognitively best in a consistently quiet, still environment, the accomplished teacher would take a different approach.

Accomplished early childhood generalists recognize the foundational nature of brain development that takes place in the early years, and they are particularly aware of the degree of change that occurs in children prior to age three. Teachers understand that the brain is a dynamic organ that is shaped by experience; learning not only causes the growth of neurons, but also alters the physical structure and organization of the brain. Teachers recognize that research on the brain, mind, and human cognition is constantly progressing, and they cautiously strive to understand how such research can best inform educational actions. Accomplished teachers apply strategies and information from confirmed brain research to heighten the likelihood of children's success. For example, they build on children's prior knowledge and readiness and, recognizing the pivotal importance of a child's ability to attend to learning, they plan a variety of ways to help young children focus their attention and increase its duration.

Accomplished early childhood teachers know that cognitive development includes the thought processes of memory, reasoning, decision-making, problemsolving, and creative thinking. Teachers know that children's ability to acquire, apply, analyze, and generalize information develops through experiences over time. Teachers are keenly aware of the influence that prior knowledge and experiences have on children's cognitive development, and they do not assume that all children share similar background experiences. For example, although nursery rhymes have long been a useful tool for developing children's phonological awareness and fluency in reading, teachers do not assume that all children have become familiar with nursery rhymes

at home. Accomplished teachers assess children’s prior knowledge, build upon the skills children bring to school,<sup>12</sup> and facilitate experiences that foster cognitive development.

Accomplished early childhood teachers apply knowledge of the influences that affect cognitive development when working with young children. They know that factors such as the home environment, heredity, health issues, culture and language, nutrition, and the larger community can affect a child’s cognitive development. Teachers know that some negative influences can be ameliorated by providing certain experiences while others cannot. Even though some factors are beyond the teacher’s control, accomplished early childhood generalists differentiate and individualize experiences to help all children move forward and achieve their fullest potential.

Accomplished early childhood teachers know that purposeful teaching builds on young children’s prior knowledge and experiences, natural curiosity, imagination, and creativity to help them understand concepts about a range of disciplines. Teachers provide adequate time, rich materials and resources, and rigorous and appropriate expectations to support children’s learning. Under teachers’ guidance, young children learn to recognize patterns, understand relationships, construct complex ideas, and establish connections among disciplines. Teachers know that metacognition is within the reach of young children and is crucial to processing and making sense of information. Teachers help children plan activities, carry them out, and then reflect on them. Accomplished teachers choose tasks that build on the principles of inquiry in order to help children make predictions, experiment, synthesize information, reach conclusions, and make generalizations. Inquiry-based activities encourage children’s autonomy and sense of responsibility for their own learning.

Accomplished early childhood teachers understand that young children construct knowledge through playful exploration and then become ready to focus their attention on specific dimensions of materials. For example, three-year-olds will spontaneously explore a given object set before them, whereas eight-year-olds are more likely to approach the object with a conscious plan for exploration. Knowing that brain research suggests the use of patterning to help children learn, teachers give children ample practice time to comprehend challenging material. Young children learn to develop cognitive strategies such as organizing, reasoning, explaining, and reflecting when they can share their thinking with other children, teachers, and parents. Accomplished teachers use questions and feedback during social interactions with children so they can reflect and make sense of their learning.

Accomplished early childhood teachers value the social aspects of young children’s construction of knowledge. Guided by their knowledge that initially young children can do more in collaboration with others than they can do alone, teachers

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<sup>12</sup> The term school is used throughout this document to refer to all early childhood educational programs, including early childhood centers, child development centers, daycare centers, preschool centers, and elementary schools.

intentionally plan opportunities for children to work together, as in center time and group work, and set realistic expectations for young children’s independent performance. Teachers also know the value of teacher support, interaction with older children, and appropriate scaffolding in young children’s knowledge construction.

Accomplished early childhood teachers solicit the wisdom of the classroom community and build upon it. They nurture children’s respect for one another’s ideas. Teachers create a psychologically safe climate for children’s learning by helping children realize that making mistakes is part of learning. Accomplished teachers orchestrate an environment in which young children build the confidence and competence that will prepare them for a life of acquiring and applying knowledge.

**Fostering Language Development**

Accomplished early childhood generalists understand how language develops and realize that early childhood is a particularly critical time for language acquisition. Teachers understand that language development is a complex process that proceeds through distinct stages. They understand, for example, that receptive language develops before expressive language. They stay attuned to the changing body of knowledge about young children’s language acquisition and use this knowledge to plan successful learning experiences.

Accomplished early childhood teachers recognize the varying levels of language proficiency among the children in their classroom, and they differentiate teaching to meet each child’s needs. They recognize typical and atypical patterns of development, and they know when it is appropriate to consult with families or to refer children to specialists for evaluation. For example, teachers know the difference between minor misarticulations and those speech patterns that interfere with children’s fundamental ability to communicate. Teachers create learning experiences and a classroom environment that provide children with a variety of daily opportunities to use language to interact and socialize with others. Because they recognize that frequent opportunities to interact with mature speakers are critically important to children’s language development, teachers engage in numerous conversations with children every day.

Accomplished early childhood teachers know that communication is a tool that human beings use to meet their physical, social, and emotional needs. Effective communication skills are integral to children’s self-expression, to their development of social relationships, and to their learning. Teachers help children understand that language allows them to organize and express their views and questions about the world, demonstrate their growing expertise, and communicate with other people.

Accomplished early childhood teachers have a clear understanding of how second languages are acquired. They value the home languages of children who are English language learners, and they understand that a child’s native language is the

foundation for literacy and learning. To the best of their ability, teachers seek ways to promote English language learners' home language development at the same time that they advance children's ability to communicate in English.

The classrooms of early childhood teachers are inclusive places where varieties of language are accepted and where teachers model a variety of uses and means of oral, visual, and written language. Accomplished teachers understand that language development is influenced by such factors as home environment, including the home language and the frequency and nature of adult-child interactions, and health problems such as hearing challenges. Teachers understand that children from some homes may have heard fewer words and fewer positive affirmations than children from other homes. To help compensate for such circumstances, teachers intentionally expose children to enriched vocabulary and provide positive affirmations throughout the day.

Accomplished early childhood teachers recognize the interrelatedness of language to children's cognitive, social, and emotional development, which in turn may affect a child's self-esteem. Teachers recognize that young children may need support in such areas as building relationships, joining groups, and communicating wants and needs. Early childhood teachers are aware that problems with relationships can affect children's cognitive, social, and emotional development, and they actively work to help children with such concerns.

### **Fostering Social Development**

Accomplished early childhood teachers view social development as an essential goal for young children. Teachers understand that young children are beginners at learning the social skills needed to interact competently in a multitude of settings, and they skillfully guide children as they develop their capacity to interpret social cues and adjust their conduct appropriately. Accomplished teachers help children understand interpersonal expectations in various social interactions, both through modeling and through explicit instruction. Teachers know the importance of facilitating young children's developing peer relationships and their interactions with adults beyond the realm of home and family.

Accomplished early childhood teachers help children move from being primarily concerned about themselves to being able to acknowledge the needs of others. They recognize that a critical developing skill for many young children is learning to exercise self-control, particularly in their interactions with other children and in public settings such as the classroom. Teachers help children develop empathy. For example, if a kindergarten child falls on the playground and, though unhurt, begins to cry, the teacher might encourage classmates to comfort the distressed child, both to show empathy and to help restore the play situation.

Accomplished early childhood teachers are keenly aware of the role that culture plays within the social domain. They help children appreciate cultural differences and

learn how to behave appropriately in varied social environments. Teachers know that children's social behaviors are shaped by their familial experiences. For example, in some families and cultures, children may interact freely and openly with adults, much the same as they do with their peers, whereas in other families and cultures, children may be taught that such free and open interactions are a sign of disrespect. In certain cultures, some children may be taught not to look an adult directly in the eye, whereas in other cultures, failing to look an adult in the eye when speaking is a sign of disrespect. Because many children must navigate widely divergent social expectations, accomplished teachers explain and model appropriate social skills and norms.

Accomplished early childhood teachers understand that social development is crucial to successful learning in groups and is a core component of success in work, family, personal, civic, and community contexts. Teachers know that social interaction is essential to children's linguistic and cognitive development, and they can express the importance of this aspect of development to families. Teachers also know that children from ages three to eight typically make significant gains in acquiring and applying skills in the social domain. Accomplished teachers make opportunities for children to learn from one another and encourage them to help one another in thoughtful ways.

Accomplished early childhood teachers are keenly aware of their responsibility for establishing a social climate that fosters learning and develops life skills for young children. They are skilled at setting norms for social interaction and intervening to assist children in resolving disputes. They model, recognize, and encourage such dispositions as respect, integrity, honesty, fairness, and compassion. They help children develop social knowledge about learning in groups, the behavioral expectations of peers and adults, the need to adapt to classroom and school rules and routines, and the norms of society at large.

### **Fostering Emotional Development**

Accomplished early childhood teachers take responsibility for fostering young children's emotional well-being and development. Teachers know that for young children, the emotional domain develops in relationship to their increasing sense of self-awareness, identity, and autonomy. Children's ability to regulate their emotions in the academic setting is directly related to their sense of competence, their ability to express their feelings, and their evolving sense of belonging. Accomplished teachers help children learn to recognize their feelings and understand that their emotional states can alter their thinking. Teachers understand the importance of enhancing children's self-respect, resilience, and confidence and seek to promote autonomy, appropriate risk-taking, and constructive persistence.

Accomplished early childhood teachers know that young children progress through stages of emotional development. They are familiar with the degrees to which children of different ages are able to identify emotions, express feelings, manage

impulses, and exhibit appropriate behavior. Teachers recognize typical and atypical patterns of emotional development and regulation, and they know when it is appropriate to consult with families or to refer children to specialists for evaluation. Teachers understand that children at different ages have varying abilities to solve personal and social problems without giving up or losing control. Accomplished teachers promote positive behavior, and when discussing emotional issues with children, they use appropriate terminology for the developmental range.

Accomplished early childhood teachers are aware that many factors may affect a young child’s emotional state, and they find creative ways to make the school environment a nurturing one. A teacher might ask parents to bring photographs of the family or a special toy for naptime to help a young child make the transition from home to preschool or kindergarten. Teachers are conscious of the fact that their words have an impact on young children and that the effect can be profound and lasting, either inspiring or impeding future progress. Teachers carefully monitor what they say to children, and they also attend to what children say to one another. By responding respectfully to children’s interests and concerns instead of simply giving them directions, accomplished teachers make children feel valued and safe. Teachers know that children’s emotions fluctuate and are alert to possible stressors. They competently analyze the reasons for children’s behavior, even when those reasons are complex or covert. For example, one child may be misbehaving out of simple exuberance while another may be exhibiting similar behavior in order to be punished or to avoid a certain lesson. An accomplished teacher knows when a simple redirection or reminder is sufficient and when further observation or action is required.

Accomplished early childhood teachers know that a child’s emotional state is affected by people and events outside the school setting. Teachers help young children learn ways to maintain a positive identity despite sometimes negative words or actions on the part of others. They also help children deal with fear. For example, when a disaster or traumatic event occurs, the accomplished teacher allows children to express their feelings as needed and provides the necessary information to place the children at ease. Teachers responsibly seek out resources such as literature, support beyond the classroom, or expressive opportunities such as dramatic play, puppetry, drawing, and writing to help children make sense of the event and allay excessive anxiety. Accomplished teachers are skilled at recognizing the signs of emotional distress and addressing significant issues with the child and parents. Teachers know when to consult with other support systems and when to provide families with access to other resources.

**Fostering Moral and Ethical Development**

Accomplished early childhood generalists know that the field of ethics defines what is good for the individual and for the group and establishes the nature of what one should do in the interest of justice and fairness. Teachers understand the importance of young children’s moral development and actively instruct children about ethics.

<p>Teachers help children develop a conscience, a sense of integrity, and the ability to delay gratification.</p> <p>Accomplished early childhood teachers know that young children have varying abilities to comprehend ethical issues and moral dilemmas depending on their developmental stages. They also have differing abilities to regulate their behavior based on their cognitive, emotional and social development. Teachers use teachable moments to help children develop the capacity to reflect on their actions, generate age-appropriate solutions to ethical problems, and exert self-control. Teachers understand children’s common misconceptions about ethics. For example, a three-year-old child might think that a person who breaks an object by accident is just as culpable as one who breaks something on purpose, whereas an eight-year-old would be more likely to comprehend that intent makes a difference. Teachers help children progressively move to more sophisticated ethical judgments without expecting more of them than is reasonable at a given stage.</p> <p>Accomplished early childhood teachers realize that many factors affect young children’s moral and ethical development. A child’s temperament, home culture, family structure, and socioeconomic level can all affect the child’s sense of right and wrong and ability to evaluate moral and ethical issues. Accomplished teachers are sensitive to differences between school policies and family viewpoints. For example, the school may have a policy of no hitting, but parents may disagree and encourage children to defend themselves physically in some situations. Accomplished teachers help children observe ethical norms in the school community without showing a lack of respect for the family’s values.</p> <p>Accomplished early childhood teachers approach classroom management as a means to self-discipline and self-awareness. They help children understand that behaving ethically is not just a matter of automatically conforming to a set of rules but rather the complex act of considering how best to treat others and behave in a group. Accomplished teachers enable children to develop the ethical behaviors that will eventually make them successful, responsible adults.</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>*

<b>GENERALIST (MC)</b> <i>Middle Childhood</i>	<b>NOTES</b>
<b>STANDARD I: Knowledge of Students</b>	
<b>OVERVIEW:</b> Accomplished teachers use their knowledge of child development, their knowledge of students as individuals, and their knowledge of students as learners to develop and strengthen relationships that enhance learning.	
<p><b>Introduction</b></p> <p>To chart an educationally sound course for their students, accomplished middle childhood generalists must understand child development and be acquainted with students as individuals and as learners. They must relate to them in a variety of ways and appreciate the similarities as well as the differences that characterize each child. Teachers<sup>13</sup> help students grow and mature by working vigilantly to learn what students know, how they think, what they value, who they are, where they come from, and what motivates them. To meet this goal, middle childhood generalists consistently observe and listen to students as they work, learn, and play in a variety of settings. Teachers use the knowledge they gain to determine the direction, approach, and focus of their instruction. The more they learn about their students, the more they can adapt their teaching to engage and motivate students while meeting their specific needs.</p> <p><b>Child Development</b></p> <p>The knowledge that accomplished teachers have of their students is enhanced by their understanding of the social, physical, emotional, and intellectual development that characterizes middle childhood. Teachers recognize that these students are maturing in their ability to progress from concrete to symbolic and abstract thinking. These students are beginning to consider perspectives other than their own and are becoming increasingly aware that learning holds intrinsic value.</p> <p>Although a number of generalizations can be made about students at this age, accomplished teachers understand that each class and each student is unique. They realize that every student begins the school year with a specific combination of interests, capabilities, and attitudes or dispositions toward learning. Teachers remain sensitive to their students throughout the year, noticing changes that may occur in patterns of behavior, social interactions, and physical development and considering how these changes might impact student performance as a whole.</p>	

<sup>13</sup> All references to teachers in this document, whether stated explicitly or not, refer to accomplished middle childhood generalists.

Accomplished teachers use their understanding of child development to meet their students’ needs and to promote learning. They appreciate the importance of having students learn with and from one another and thus provide opportunities for student interaction and participation in class and small group discussions. They know and value that creative expression and play nurture children’s imaginations and innovative thinking. Importantly, they realize that their students’ creativity, inquisitiveness, energy, sense of fair play, and—as they get older—skepticism, are assets to learning.

**Students as Individuals**

Accomplished teachers cultivate interactions with their students to connect with each child on a meaningful level. They employ a variety of strategies and assessments to accomplish this objective. Teachers learn about students by observing them at work and play. This type of observation helps teachers determine the areas in which their students are successful and those in which they are less adept. Teachers gather information about student interests, abilities, learning preferences, and motivations. They may do so by using written inventories, interactive devices, or other forms of communication, including personal conversations with students and their families. Middle childhood generalists use a number of ways to learn about their students by interacting with them and their families<sup>14</sup> and by gaining knowledge about their communities, languages, and cultural backgrounds.

Accomplished teachers understand that a variety of factors including, but not limited to, language, culture, socioeconomic status, family configuration, sexual orientation, self-confidence, physical and social well-being, race, ethnicity, and gender, can influence learning and affect the nature of the interactions they have with students. They view the diverse backgrounds of their students as assets to teaching and learning. Accomplished teachers may therefore call upon children to share their life experiences; they may also use English language learners fluent in another language as resources, asking these students to explain how a concept or idea might be expressed differently in their native languages. Middle childhood generalists acknowledge the individuality of their students while capitalizing on the similarities that unite these children. (See Standard II—Respect for Diversity.)

Accomplished teachers know that the interests young people share can provide contexts for engaging students in learning. Discussions about subjects such as music, entertainment, or sports can foster class cohesion while providing students with safe forums to express their individuality. Teachers carefully counter any gender, racial, ethnic, or other stereotypes that might appear during these interactions, doing so through their observation of the classroom environment as well as their selection of instructional topics. They may therefore use instances of stereotyping as opportunities to address the issue of individuality and respect in a constructive manner.

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<sup>14</sup> The terms family and parent are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children

Accomplished teachers know that changes in a child’s demeanor or schoolwork may signal the start of a significant developmental breakthrough or a problem requiring attention. Knowledge of the challenges that many young people face— poverty, family violence, health issues, divorce, or societal ills—may help shape teachers’ instructional decisions. They work to find solutions when students struggle with situations. For example, teachers may sometimes provide accommodations on homework assignments, though they do so while maintaining high expectations for students. Using different strategies as needed helps teachers respond and adapt to individual changes. By providing each student with additional opportunities to learn, middle childhood generalists help all students experience success, enjoyment, and a growing measure of self-confidence.

**Students as Learners**

Accomplished teachers hold high expectations for their students and believe that each student benefits when challenged. They are aware of the ways that students develop analytic and abstract thinking skills and provide appropriate opportunities for students to test their abilities. These teachers understand that all students have the capacity for reflection, self-evaluation, and analysis and are shortchanged if their schooling prioritizes the rote recollection of facts and skills. At the same time, teachers recognize that an understanding of, and proficiency with, basic tasks provides students with a foundation for success in problem solving and higher-level learning.

Accomplished teachers know that children learn in different ways. Some students are more comfortable working alone, while others prefer to work in teams. Teachers nurture a variety of strategically planned learning experiences to help students interact within the learning environment.<sup>15</sup> They prepare students to work in collaborative and cooperative groups, some of which are teacher-guided and others student-led. They also provide support for students to work independently and represent their understandings in different modalities. Some students may express themselves more easily in writing than in group discussions, while others may thrive with the use of hands-on approaches or visual cues. Accomplished teachers combine their knowledge of students with their teaching experience and understanding of research to design innovative practices and utilize proven methods that promote learning for all students.

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

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<sup>15</sup> Throughout this document, the term learning environment refers to the physical and virtual spaces in which students learn as well as the social communities in which they grow and develop. The term is thereby meant to represent the interrelation between the physical and social components of any classroom space.

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<p><b>HEALTH EDUCATION (EAYA)</b> <i>Early Adolescence through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: Knowledge of Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished health education teachers obtain a clear understanding of individual students, their family structures, and their backgrounds.</p>	
<p>To chart an educationally sound course, teachers must know their students. Accomplished health education teachers continually learn about their students and make decisions about instructional content and strategies on the basis of their knowledge of the learning styles, backgrounds, experiences, and goals of their individual students. The decisions that teachers make about time, tasks, and materials begin with their judgment about where their students stand with respect to skills and concepts.</p> <p>Health educators hold high expectations for all students; at the same time, teachers are keenly aware that young people learn in various ways and at varying rates. Some students are more comfortable working in groups; some express themselves more easily in writing than in group discussions; others thrive with an abundance of visual cues or by working on individual projects. Students mature according to their own schedules, with wide differences in the timing of developmental and life experiences. Knowledge of such factors directs teachers as they design curricula, teaching strategies, assignments, and assessments.</p> <p>Accomplished teachers of health education recognize and make professional accommodations for variations in students’ cognitive and physical development, gender, multiple intelligences, and learning styles. Teachers are also alert to students’ emotional and social development and their relationships with peers and adults. Teachers use their knowledge of these student characteristics as assets to enhance learning, provide opportunities for autonomous activities and group interactions, and set the highest goals for all students at all developmental stages. Effective learning experiences meet the needs of all students in the class and demonstrate objectives that value each individual. Teachers constantly monitor and adjust to students’ needs, allowing for individual learners’ differences while keeping overall instructional goals in focus.</p> <p>Practically everything about the learner is relevant information in health education, including an awareness and appreciation of the student’s cultural, linguistic, and ethnic heritage; religious affiliation; family structure and setting; socioeconomic status; prior learning experiences; exceptional learning needs; sexual orientation; and personal interests, needs, and goals. Although class size and teaching load affect the</p>	

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depth of knowledge that teachers can acquire about students, accomplished teachers do their best to understand their students as individuals. The relationships that teachers develop with their students not only support student learning and development but also provide teachers with perspectives from which to view aspects of students' character, values, interests, and talents. Health educators therefore make an effort to know each student as a whole person.

Knowledge of students includes familiarity with the curricula of other academic classes as well as an awareness of various aspects of youth culture, which might include television programs and movies that students watch, music they listen to, sports they play, and other activities in which they involve themselves. The accomplished teacher takes this diverse knowledge into account in the daily interactions within the classroom. Teachers thus connect students' experiences with their explorations of health education, making the classroom activities relevant to students' lives.

Teachers employ various means to learn about students, their families, their communities, and their social and cultural environments. They actively and willingly listen to and observe students in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. They offer opportunities for students to share information and experiences and to establish an emotional rapport. Teachers enhance their understanding of students through discussions with family members and colleagues. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to ensure that they meet the unique and common needs of all students.

Further, knowing the individual student is vital to the health educator's goal of promoting healthy lifestyles. Teachers know that a solid rapport with students can encourage effective communication and high self-esteem and help students manage anger and stress, resolve conflicts, make friends, and resist negative peer pressure.

Accomplished health education teachers are firmly committed to expanding their knowledge of their students by astute observation and listening. As keen observers of students and as experts in their field, they understand student behaviors and attitudes well enough to recognize signs and symptoms of high-risk behaviors, and they recommend appropriate referrals for intervention. The broad knowledge that teachers acquire about the learning characteristics and developmental tendencies of the age groups with whom they work is key to recognizing and meeting their students' unique needs.

*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>*

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<b>LIBRARY MEDIA (ECYA)</b> <i>Early Childhood through Young Adulthood</i>	<b>NOTES</b>
<b>STANDARD I: Knowledge of Students</b>	
<b>OVERVIEW:</b> Accomplished library media specialists understand the academic, personal, and social characteristics of students and relate them to learning.	
<p>Knowledge of students involves understanding individual abilities and needs as well as human growth and development and current learning theories. Accomplished library media specialists<sup>16</sup> are knowledgeable about the insights that current learning theories offer regarding how students learn best and the contributions such theories make to identifying and designing best practices. Library media specialists work effectively with students of all ages and abilities in a variety of settings and understand the academic, personal, and social characteristics that influence students’ learning. Based on the needs and characteristics identified, specialists develop and modify instruction and programs to make learning possible for all students. Specialists understand the positive effects that library media programs can have on students’ learning and lives.</p> <p><b>Knowledge of the Student as an Individual</b></p> <p>Accomplished library media specialists understand students’ characteristics, values, interests, and talents. Specialists are uniquely positioned to interact with and influence every student in the school as they work with them in a variety of curricular areas and interact with them as they progress through the grade levels. Specialists educate students in a variety of ways, from formal instruction to individualized attention, as students seek information for personal interests. The distinctive position occupied by specialists offers them knowledge of students as individuals, which can alert specialists to issues that other teachers may not have observed.</p> <p>Accomplished library media specialists are keenly aware that students come from a variety of family<sup>17</sup> structures. Specialists understand that students’ needs vary based on the support they receive from home. They carefully consider policies and procedures to ensure the library media program best serves students. For example, the accomplished specialist may encourage a student to check out books at various reading levels because the specialist knows a family member reads with the child at home. Specialists are aware that home situations affect students’ needs for information and resources. For example, the specialist who knows that a student is</p>	

<sup>16</sup> All references to *library media specialists* or *specialists* in this document, whether stated explicitly or not, refer to accomplished library media specialists.

<sup>17</sup> *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

<p>struggling with a difficult home situation might show compassion by actively listening and suggesting resources related to the issue.</p> <p>Accomplished library media specialists are compassionate individuals who are attuned to personal issues that affect students. Specialists take time to discover individual students’ interests and passions to build relationships with them. For example, the accomplished specialist may encourage and support students interested in digital photography in creating a digital literary magazine. Specialists actively solicit students’ opinions and insights about the school, the library, and the resources in it.</p> <p>Accomplished library media specialists’ knowledge of students’ needs drives all facets of the library media program. Specialists are aware of such social influences as peers, families, popular culture, and social pressures. Specialists follow trends in literature, technology, gaming, music, sports, or fashion to understand the students’ personal interests and needs. Because of this knowledge, accomplished library media specialists plan instruction and programs that address the individual needs of all students. For example, after observing a new student who is struggling to make friends, the specialist takes steps to connect the student with peers who have similar interests.</p> <p>Accomplished library media specialists recognize that library media programs affect student learning. Specialists understand that students perform at different reading levels, have various experiences of academic success, and have differentiated needs. Specialists take these elements into consideration when making selections for the library collection. For example, a library media specialist who notices a student struggling with a reading assignment may find alternative resources for that student at the appropriate reading level.</p> <p><b>Knowledge of the Student within the School</b></p> <p>Accomplished library media specialists recognize that students are products of their cultures and families. The school community<sup>18</sup> itself is a culture in which every student should feel valued, and specialists understand and contribute effectively to this culture.</p> <p>Accomplished library media specialists understand that family structures vary and families’ cultural, economic, and social situations have significant effects on how well students are prepared to learn and to succeed. For instance, specialists might assist students whose families are facing economic hardships by providing supplies for students to use at home to complete a project. They may also link families in need with appropriate social service agencies. Specialists ensure that the collection contains materials in which students see themselves and their families. For example, in a school with a high percentage of Spanish-speaking students, a library media specialist</p>	
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<sup>18</sup> All references to the *school community* in this document refer to students, teachers, staff, and administrators.

might build a strong collection of bilingual materials for students who are learning English and who wish their parents to read with them. A school's collection may also contain materials that reflect families with single parents, with same-sex parents, or with more than one generation in the household.

Accomplished library media specialists create environments that serve as safe havens to students who know their feelings and appearances will be respected. Specialists interact with students who are challenged with personal problems, such as self-esteem or peer pressure, and make information about these problems available in the library collection. For example, after meeting with the guidance counselor, the library media specialist may purchase resources that address students' personal issues.

Accomplished library media specialists may employ a variety of assessment strategies and exercise their skills as active observers to analyze the school climate. Specialists draw from this knowledge of the school environment and culture to make informed decisions to provide resources to meet students' needs and interests. For example, after a recent increase in student suspensions related to bullying at the middle school level, the specialist may initiate a lunch discussion about a novel in which bullying is the theme. Accomplished specialists may also volunteer to mentor a student dealing with a behavioral challenge and encourage the student to work as an assistant in the library.

### **Knowledge of Learning Theory**

With an understanding of how learning occurs, accomplished library media specialists act as instructional partners with teachers to help students achieve academically. Specialists understand the relationships between student learning and theories about cognitive processing, social learning, and human growth and development. Specialists make accommodations for individual differences and for approaches to learning related to age, gender, cognitive and motor skills, multiple intelligences, learning styles, motivational levels, and exceptionalities. Specialists' knowledge of human growth and development and their insights into students' behaviors enable them to understand how students perceive, access, and use information. Accomplished specialists provide physical and intellectual access to information in ways that reflect relevant learning theories. They work closely with individuals to help them find and select engaging resources and materials that are suited to individual learning needs, reading levels, and personal interests. For example, during a collaborative unit on "my neighborhood" with early childhood students or a research project on world exploration with secondary students, a specialist might integrate the use of models, local newspapers, maps, globes, or online satellite images.

Accomplished library media specialists investigate current learning theories and draw upon these theories, as appropriate, to guide their decisions as they work with students. Specialists are sophisticated consumers of research who read professional literature, continue educational coursework, and engage in other professional

<p>development. For example, specialists might participate in an online seminar on gender research and integrate their new knowledge into practice by establishing a gender-specific book discussion group. Specialists also may read research on how autonomy influences motivation toward learning and suggest choices for the final product of a poetry unit, such as an audio presentation, oral interpretation, written expression, or theatrical performance.</p> <p><b>Reflection</b></p> <p>Accomplished library media specialists get to know and understand students through their academic, personal, and social characteristics. Specialists reflect on students' growth and development and on how students learn best. Library media specialists assess students' characteristics and their own practices and programs to modify their instruction and to understand how best to meet all students' needs.</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>*

<b>LITERACY: READING-LANGUAGE ARTS (EMC)</b> <i>Early and Middle Childhood</i>	<b>NOTES</b>
<b>STANDARD I: Knowledge of Learners</b>	
<b>OVERVIEW:</b> Accomplished early and middle childhood literacy: reading–language arts teachers draw on their relationships with students as well as their knowledge of literacy and child development to acquire knowledge of their students as intellectual, social, emotional, cultural, and language learners.	
<p>Accomplished early and middle childhood literacy teachers<sup>19</sup> are committed to knowing each student as an individual learner. Accomplished teachers have a thorough understanding of current research and theories about learning and child development, and they possess a deep and rich store of content knowledge and instructional strategies, all of which lend perspective to their instructional decisions. To complement this framework, teachers strive to acquire a particular understanding of each of their students as an intellectual, social, emotional, cultural, and literate individual. They gain this knowledge by closely watching, listening to, and conversing with all students, and by seeking information about each student’s home culture, family, and community life. These teachers then apply their knowledge of students’ individual histories to help determine what kinds of learning experiences will most benefit each student. Accomplished literacy teachers are aware that within diverse categories of student populations, a wide range of achievement and ability still exists. Teachers understand that there are also many individual variations in levels of academic performance and English proficiency within groups that are sometimes perceived as homogeneous. Therefore, accomplished teachers take these factors into account and make provisions in their instruction. Moreover, they adhere to the goals and accommodations within individualized educational plans for students with exceptional needs, and they extend their instruction for the optimal learning of these students.</p> <p><b>Understanding Learning and Child Development Theories</b></p> <p>Accomplished teachers have a thorough knowledge of current theories about how students develop and learn, and they understand the implications of these theories for literacy development. Teachers know that students learn by building on background knowledge and by encountering new concepts. They also recognize that</p>	

<sup>19</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished early and middle childhood literacy: reading–language arts teachers. These include general education and special services teachers, reading and literacy specialists, administrators, and others actively engaged in teaching reading–language arts.

<p>learning is a social process and that students need multiple opportunities to discuss ideas with their teacher and peers, using language as a tool for constructing meaning.</p> <p>Accomplished teachers have a thorough knowledge of current child development theories, including knowledge about cognitive, social, affective, and physical developmental patterns; they have knowledge of the latest relevant research. Teachers use their understanding of major theories of child development as a foundation for their observations, analyses, and decision-making processes.</p> <p>Accomplished teachers recognize that a child’s development is a highly individual process which is influenced by a variety of factors, both in and out of school. They recognize that although students’ language acquisition and literacy development, including the acquisition of new languages, occur along a continuum, they do not always take place in a series of predictable, linear steps. Literacy teachers recognize that children’s knowledge, skills, and abilities emerge over time in dynamic and purposeful ways.</p> <p>Accomplished teachers create a safe learning environment,<sup>20</sup> knowing that students may be subject to circumstances beyond the control of the school and their families, which can affect a student’s literacy development. For example, a student may have experienced traumatic events such as war, natural disaster, or personal loss. Literacy teachers determine where a particular student is in the developmental process and where the student needs to progress; and teachers provide the appropriate contexts, instructional engagements, learning opportunities, and materials, coupled with purposeful support, to maximize students’ learning.</p> <p><b>Knowing Each Student as an Intellectual, Social, Emotional, Cultural, and Language Learner</b></p> <p>Accomplished teachers understand that early and middle childhood learners are naturally inquisitive and want to make sense of the world. Children constantly explore new ideas, relate these ideas to their previous understandings, construct hypotheses, and test their theories. Students in the early and middle childhood years want to connect to their peers, teachers, and members of their school, local, and global communities. These teachers know that students value interaction with others partly as a way of confirming or challenging what they already know. Literacy teachers structure students’ interactions to be positive and productive, leading to new insights, understandings, and questions. They engage students’ natural curiosity about the world to help students acquire and then flexibly apply the tools and skills they will need in order to become independent, self-regulated meaning-makers and language users.</p>	
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<sup>20</sup> In this document, terms such as *classroom*, *learning environment*, and *instructional setting* are used interchangeably. The terms are intended to be inclusive of whole-class, pullout, and other reading–language arts teaching contexts.

Accomplished teachers understand that children learn at an early age that language is a medium for finding out more about the world and about communicating with others and that children come to school with diverse language and literacy backgrounds. Literacy teachers use many strategies for learning about students, including formal and informal interviews with students and their families; conversations with students' current or previous teachers or other appropriate specialists; reviews, if possible, of language arts portfolios from previous years; and their own ongoing formal and informal assessment practices. They know how to access and interpret data to provide a foundation for student learning. (See Standard V—Assessment and Standard XII—Collaboration with Families and Communities.) They know when to seek assistance from colleagues who have particular areas of expertise or knowledge of students' backgrounds.

Accomplished teachers realize that students, both English language learners and native English speakers, have varying degrees of prior exposure to oral and written language. Some have been read to from infancy and have an easy familiarity with books and the conventions of print by school age. Others come from households whose members practice a rich oral tradition but do not habitually interact with printed text. Literacy teachers understand that some students come from national, regional, or socioeconomic backgrounds in which children have spoken with family members from earliest memory. Others arrive at school having had less prior experience with conversation. Teachers are aware that some of their students may have acquired important life skills, but not necessarily the attributes that will privilege them in a school setting.

Accomplished teachers know that English language learners possess a range of literacy skills, educational backgrounds, and linguistic foundations. Some have had no formal schooling; others have had interrupted formal schooling; and still others had continuous formal schooling in other countries. English language learners may be proficient in languages other than English, or they may not have developed grade-level literacy proficiency in their first language. Teachers do not make assumptions about students' prior literacy experiences; rather, they make the effort to learn about each student's familiarity with language and then intentionally provide students with rich oral and print language experiences through differentiated instruction.

Accomplished teachers have an awareness of popular culture which they use to connect with students' out-of-school literacy practices; they also develop proficiency with current and emergent technologies in order to connect with their students. Literacy teachers understand how to use media to engage visual, auditory, tactile, and kinesthetic modalities in the learning process. Teachers understand that because many media are multi-sensory, they promote holistic learning. Skillful use of media in the classroom promotes learning that flows seamlessly from the literal to the deeply conceptual, thus increasing students' critical thinking skills.

<p>Accomplished teachers are aware of the inequity that exists in regard to students' access to technology. In the cases of students who have been surrounded by technology, teachers capitalize on their knowledge and expertise. In the cases of students who are less familiar with technology, teachers try to increase access and model related skills and provide meaningful engagements with a variety of technologies.</p> <p>Accomplished teachers perceive students' individual attributes as strengths. They recognize students' cultural, ethnic, linguistic, and family backgrounds; their interests, goals, and expectations for themselves; their prior dispositions toward school and learning; any exceptionalities that may have a bearing on their learning; their prior experiences; and any physical, medical, behavioral or emotional considerations related to literacy. Literacy teachers then use their knowledge of children to differentiate learning experiences for individual students, small groups, and whole class instruction. (See Standard III—Learning Environment.) For example, in the case of a student who has difficulty with written expression, the teacher encourages oral expression while carefully planning to support the student's growth in writing. Teachers know how to create a secure, supportive learning environment that encourages each student to meet high expectations.</p> <p>Accomplished teachers know that students' specific language abilities and literacy backgrounds have important implications for the kinds of learning activities that will benefit students most directly. Accordingly, they place a high priority on becoming aware of the characteristics of their students and then capitalize on students' strengths and interests. They get to know their students as individuals, familiarizing themselves with attributes central to students' identities. For example, they know how to best use student questionnaires and interest inventories in order to gain knowledge about students' out-of-school interests. They discover what—or whether—their students read for pleasure. They find out how their students perceive themselves as readers, writers, listeners, speakers, and viewers—that is, as interpreters and composers of a wide range of texts. Accomplished early and middle childhood literacy teachers use their knowledge of individual students for the optimal impact of student literacy learning.</p>	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EMC-LRLA.pdf>*

<p><b>MATHEMATICS (EA) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD III: Knowledge of Students.</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers use their knowledge of human development and individual students to guide their planning and instructional decisions. They understand the impact of prior mathematical knowledge, home life, cultural background, individual learning differences, student attitudes and aspirations, and community expectations and values on students and their mathematics learning.</p>	
<p>Accomplished teachers know their learners and use that knowledge to determine instruction. Accomplished teachers must know students well, both as early adolescent through young adult learners and as individuals learning mathematics. Mathematics teachers know that adolescents experience many intense emotional, physical, social, and intellectual changes over a relatively short period of time and that these changes may affect instruction and learning. At the same time, teachers know that the energy adolescents bring to the classroom might contribute to rich learning opportunities if channeled into appropriate activities. Teachers allow students to communicate their ideas while still guiding conversations toward the concepts being learned. Teachers also find ways to motivate students through connections to students’ worlds. For example, teachers might relate mathematic problems to currently available technology. Teachers realize that beyond interests in material items, students are dealing with finding a sense of belonging, which can directly affect what they are willing to do in front of their peers.</p> <p>Accomplished teachers recognize the variability in student development as students mature. Teachers understand the process of cognitive development in young people and know that students’ cognitive profiles differ. Teachers work collaboratively with specialists, as necessary, and support every student while maintaining high standards. Teachers also recognize the wide-ranging mathematics backgrounds students have. Teachers help students internalize the language of mathematics and its processes while recognizing that students learn through varying approaches.</p> <p>Accomplished teachers are also aware of the dispositions that students bring to and develop in the classroom. Such attitudes may include math anxiety, fear of failure, confidence in doing mathematics, perseverance, and valuing mathematics. These teachers are able to construct lessons and activities that build on and foster positive attitudes and minimize negative ones.</p> <p>Accomplished teachers are aware of the different ways in which students learn mathematics. In designing lessons, accomplished mathematics teachers are sensitive</p>	

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to how students with differing strengths, interests, and ways of learning come to understand mathematics, and how these students develop the reasoning processes and attitudes that characterize mathematical thinking. Teachers continuously update their knowledge, staying abreast of changes and strategies that most effectively address the ever-changing needs of students. This may be accomplished by participating in lesson studies, attending conferences, and reading professional journals. For example, after attending a conference, teachers could enter into an action research study implementing ideas learned at the conference. Teachers recognize the merits and limitations of different approaches to teaching and realize that all students benefit from a multiplicity of approaches that allow them to consider important mathematical ideas and concepts from several perspectives. For instance, a teacher could transform real world data into a graphical representation and then into a symbolic form to help students internalize the concept of an exponential function. On the other hand, teachers recognize that all students need to increase their comfort level with abstract reasoning as they progress through grade levels. For example, the concepts of limits and infinity could be illustrated by examining how the limit of  $1/3, 2/3, 3/4, \dots, n/n + 1, \dots$  is 1.

The practice of accomplished teachers is distinguished by their capacity to integrate the goals of the curriculum with each student's knowledge base. Teachers notice those students in all groups who have developed exceptionally high abilities or affinities and tailor programs to provide challenges and opportunities that support these students. These teachers' lessons succeed, in part, because of their ability to recognize students' strengths and to assess, anticipate, and address student difficulties, understandings, and misconceptions. (See Standard VII—Assessment.)

Accomplished teachers identify the strengths, interests, and experiences particular students bring to the mathematics classroom. When students do not have the prerequisite skills or have not had experiences conducive for studying a certain concept or skill, mathematics teachers adapt their teaching to acknowledge the skills and experiences of those students. Other strategies might include working with individual students, coordinating remediation opportunities, working with parents, or communicating with teachers in previous grades or courses. In addition, teachers know how to build upon students' strengths as they develop, using them to deepen students' knowledge in mathematics and to encourage them to apply mathematical understanding to other fields.

Accomplished teachers blend their knowledge of students, how students see mathematics, and how students develop new mathematical understandings into their instructional planning. These insights, along with the ability to identify exceptionalities in students, enable teachers to adapt their practice.

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

<p><b>MUSIC (EMC) &amp; (EAYA)</b>  <i>Early and Middle Childhood &amp; Early Adolescence through Young Adulthood</i>  <i>(Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: Knowledge of Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished music teachers understand the cognitive, physical, and social development of students and know their musical background; they use this knowledge to foster productive relationships with students and to provide music instruction that meets their needs.</p>	
<p>In every facet of their teaching, accomplished music teachers’ knowledge of human development and of their individual students guides their decisions about how best to deliver beneficial, sequential, and high-quality music instruction to each student. Therefore, accomplished music teachers understand the aspects of human development that relate to the development of musical ability in the age group of students they teach. Teachers<sup>21</sup> are aware of the wide range of musical backgrounds that students bring to the classroom. Accomplished music teachers organize this knowledge to form constructive and supportive relationships with students. Teachers also use various forms of observation as a means of furthering their knowledge of students’ ongoing development. Teachers use the information they gather—including their identification of students with special talents, unusual needs, or educational or physical exceptionalities—to develop strong relationships that help them provide a rich and rigorous music curriculum.</p> <p><b>Understanding the Cognitive, Social, and Physical Development of Students</b></p> <p>Accomplished music teachers are knowledgeable about the forms and the pace that cognitive, social, and physical developments take in young people, and they are aware that individuals mature at different rates. They are able to combine their knowledge of human development, of individual students, and of the music-learning process with effective classroom procedures to provide their students with appropriate and challenging instruction at all levels of musical competence.</p> <p>Teachers know that as children develop cognitively, their abilities to analyze, think abstractly, and consider multiple perspectives develop as well. Teachers use this knowledge to challenge their students and to deepen their musical maturity.</p> <p>Accomplished music teachers understand that such factors as language proficiency, socioeconomic status, ethnicity, and gender can influence learning. They see student diversity as an asset that can facilitate the pursuit of curricular aims. Teachers may, for example, invite students who are members of a cultural minority or for whom English</p>	

<sup>21</sup> All references to *teachers* in this report, whether explicitly stated or not, refer to accomplished music teachers.

is a new language to share songs and musical traditions of their home cultures, provide pronunciation assistance, or explain lyrics in their home language. Knowledge of their students' cultural backgrounds and experiences, in addition to an awareness of the many life challenges that young people face, guides teachers as they design curricula, teaching, and evaluation strategies. (See Standard VI—Valuing Diversity.)

Accomplished music teachers are knowledgeable about how musical ability develops, particularly in relation to students' physical development, and they use this knowledge to plan and implement age-appropriate music instruction. For example, teachers understand children's vocal development and select experiences and repertoire accordingly.

**Forming Constructive and Supportive Relationships with Students**

Accomplished music teachers form productive relationships with students that help them interpret students' behavior and performance and understand students' needs. Teachers make an effort to get to know each student personally to the extent possible, even though class size and teaching load affect the depth of knowledge that teachers can acquire about students as individuals. The relationships that teachers develop with their students not only support student learning and development but also provide teachers with perspectives from which to view aspects of students' character, values, interests, and talents. Accomplished music educators therefore make an effort to know each student as a whole person, not solely as a subject for music instruction.

Accomplished music teachers employ their knowledge of human growth and development as a guide to the formation of their relationships with all students, including those with exceptionalities who may require instruction at a different pace or through varied formats, to ensure that the needs of every student are met equitably. Teachers know how to maximize the musical abilities these students possess.

Teachers understand the different stages that children go through as they begin to form bonds outside the family, and they recognize the importance of peer acceptance and the tensions between autonomy and conformity. Teachers also recognize the need that some students have to develop a relationship with a concerned adult from outside the family and are comfortable filling this role in an appropriate manner. They make themselves available to advise students on a wide range of issues, including academic progress, peer relationships, and extracurricular activities, to support learning and development.

**Observing Students Insightfully**

Accomplished music teachers develop a keen capacity for listening to and observing students. They listen willingly and actively wherever students express themselves, whether in the classroom, an individual conference, or an informal gathering. They

observe students working in groups as well as individuals, noting their strengths and work styles. They enhance their understanding through discussions with parents, guardians, and other caregivers; conversations with colleagues; and an awareness of individual students' interactions with the larger student body. (See Standard VII—Collaboration.)	
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*The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>*

<p><b>PHYSICAL EDUCATION (EMC) &amp; (EAYA)</b></p> <p><i>Early and Middle Childhood &amp; Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: Knowledge of Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished teachers attain knowledge of their students’ unique qualities and characteristics to build positive relationships and create meaningful learning experiences that cultivate beneficial attitudes toward lifelong physical activity and wellness.</p>	
<p>Accomplished physical education teachers are committed to the belief that all students can learn and benefit from a healthy, active lifestyle.<sup>22</sup> Physical education teachers are dedicated to knowing their students as individuals, and they utilize this knowledge to improve teaching and learning. They nurture positive relationships that help students feel valued, build their self-confidence, and motivate them to learn. An appreciation of the unique qualities and characteristics of students informs the instructional choices and teaching practices of accomplished teachers. They combine their knowledge of students with their expertise in physical education to determine how they can best meet the needs of single students as well as groups of learners. Physical education teachers know that developing strong relationships with students can inspire a passion for physical activity and wellness by promoting trust and encouraging a disposition for lifelong learning.</p> <p><b>Respecting Students as Individuals</b></p> <p>Accomplished teachers embrace their students’ unique traits. They understand that students possess a wide array of similarities and differences, and they respect each student’s ethnic heritage, religious background, body image, sexual orientation, family configuration, socioeconomic status, ability level, and primary language.<sup>23</sup> For example, a teacher who knows that a student will be fasting as part of a religious observation may plan modifications with the student and monitor the student’s activity. Accomplished physical education teachers are attuned to their students’ attitudes, abilities, personal interests, motivations, and prior learning experiences, as well as their learning styles. A teacher may thus have students journal about an upcoming activity to reflect on what they know, what they want to learn, how they hope to learn it, and what they believe they might gain from the experience. Physical education teachers obtain knowledge about their students intentionally and use this</p>	

<sup>22</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished physical education teachers.

<sup>23</sup> The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

information carefully to build productive relationships and shape instructional decisions.

**Gaining Insight about Students**

To learn how students express themselves and demonstrate their abilities, accomplished physical education teachers observe their students in different settings and listen to them in various contexts. Teachers create opportunities for purposeful dialogue so they can become better acquainted with their students and build trusting relationships. To this end, a teacher may watch a student at an afterschool event to learn about other aspects of that student’s personal interests and social interactions and then use the information to work more effectively with the student. Physical education teachers forge meaningful connections with students by remaining alert and attentive to significant developments in their daily lives.

Accomplished physical education teachers enhance their understanding of students by collaborating with colleagues and family members. Within the school environment, teachers exchange information in meetings and conferences to gain insight about their students. They have similar conversations with parents and families. For instance, when creating a behavioral plan, a physical education teacher may visit a student’s home or speak with a parent to obtain an understanding of the student’s life outside the educational setting. Physical education teachers implement a variety of methods to learn about their students and the individual needs they have.

Accomplished teachers contextualize the knowledge they gain through a careful study of their students over time. For example, a physical education teacher may use a district database system to acquire information about one student’s health status, another student’s academic progress, and yet another student’s language growth. Researching pertinent information about students provides teachers with further insight to their students’ social, emotional, and physical development. The broad and deep understanding that accomplished teachers have of their students helps them determine how best to support and extend their students’ learning experiences. Accomplished physical education teachers consider multiple perspectives diligently when evaluating the needs of their students.

**Creating Positive Learning Experiences**

Accomplished physical education teachers reflect on their knowledge of individual students to create positive learning experiences. Teachers enhance student learning by utilizing different grouping strategies, teaching cues, management techniques, transitions, progressions, and modifications to equipment and space based on the awareness they gain about their students. When preparing for instruction, accomplished teachers consider variables such as class size, skill levels, and developmental levels relative to students’ physical, emotional, cognitive, and social characteristics. Teachers adapt lessons for each class to meet their students’ individual needs. They understand the importance of responding to their students in

positive, personal ways, and they celebrate their students’ efforts and accomplishments to build effective, supportive relationships with them. Accomplished teachers acknowledge their students as individuals, understand how they function within groups, and manage group dynamics to ensure that every student can enjoy a successful outcome within a productive learning environment.<sup>24</sup> (See Standard VII— Teaching Practices.)

**Conclusion**

Accomplished physical education teachers strive to become trusted partners within their students’ support systems. They create opportunities for students to develop their skills in emotionally, physically, and socially safe environments. Recognizing their important place in the lives of students, teachers cultivate learning experiences that allow students to interact with one another and express themselves in ways that are not readily available in other academic areas. Physical education teachers communicate enthusiasm for their subject matter in a positive, caring manner that demonstrates the respect and appreciation they have for the skills, abilities, qualities, and characteristics of each student. Accomplished teachers believe that knowing students is vital to shaping meaningful relationships with them and fostering beneficial attitudes toward lifelong physical activity.

*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>*

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<sup>24</sup> In this document, the terms *learning environment* and *classroom environment* are used interchangeably, since the classrooms of physical education teachers vary based on the different locations in which they instruct their students.

<p><b>SCHOOL COUNSELING (ECYA)</b> <i>Early Childhood through Young Adulthood</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: School Counseling Program</b></p>	
<p><b>OVERVIEW:</b> Accomplished school counselors develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.</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.<sup>25</sup></p> <p><b>Foundations of the Program</b></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</p>	

<sup>25</sup> 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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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.

**Delivery of the Program**

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 counselors<sup>26</sup> 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.

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<sup>27</sup> 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.

**Guidance Curriculum**

Accomplished school counselors deliver a guidance and counseling curriculum 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

<sup>26</sup> In this document, all references to *school counselors*, whether stated explicitly or not, refer to accomplished school counselors.

<sup>27</sup> *Parents* is used in this document to refer to the primary caregivers and guardians of children.

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

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

<b>SCIENCE (EA) &amp; (AYA)</b> <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i>	<b>NOTES</b>
<b>STANDARD I: Understanding Students</b>	
<b>OVERVIEW:</b> Accomplished science teachers continuously seek to understand their students, and they use this knowledge to enhance student learning.	
<p><b>Introduction</b></p> <p>Accomplished science teachers<sup>28</sup> possess a deep understanding of their students’ readiness for learning, developmental characteristics, backgrounds, and learning profiles—including their approaches to learning science. Accomplished teachers’ appreciation of their learners is rooted in a knowledge of early adolescent and young adult learners and is refined through extensive experience working with individual students. Teachers gain insight into their students through both formal and informal activities, ranging from administering surveys to interacting with students in the cafeteria. Accomplished teachers understand that students exhibit a wide range of abilities and that individual students may excel in some respects and need support in others.</p> <p>Accomplished science teachers continuously monitor their students throughout the year in order to expand their understanding. Teachers apply their knowledge of students to seek out appropriate resources, differentiate instruction, and improve learning. Accomplished science teachers use their knowledge of students to ensure that all instruction meets students at their current emotional, social, and developmental levels and supports moving them forward. Teachers frequently communicate, through both words and actions, the belief that all students can learn science.</p> <p>Accomplished teachers have a genuine interest in their students. They model respect within their classroom and promote respectful behavior among their students. Accomplished teachers know that it is essential to understand students in order to meet their learning needs, and they value creating productive and positive relationships with students as vital to building community and creating an environment that is conducive to success.</p>	

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<sup>28</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished science teachers.

**Academic Readiness for Learning**

Accomplished science teachers perceive that their students' readiness to learn science is ever-changing rather than fixed. Accomplished teachers understand that readiness is multidimensional and that students may be ready to learn one aspect of science but not yet ready to learn a related concept or skill. For example, a student might know the general chemical equation for photosynthesis but not yet be ready to build a conceptual model to match the equation.

Accomplished science teachers realize that students' readiness for learning particular science content and skills depends on two major academic dimensions: their general academic background and their skills and knowledge specifically related to science. Accomplished teachers carefully preassess their students in regard to both of these dimensions.

Accomplished science teachers begin by obtaining a broad sense of the strengths and needs of their students in regard to reading and writing, numeracy, analytical skills, technological skills, collaboration, inquiry, and processing. Strategies for gathering this information include examining students' academic records; administering pretests; making observations; discussing students with colleagues; partnering with parents<sup>29</sup> to learn about students' interests, past difficulties, and successes; and conversing with students themselves. For example, an accomplished teacher striving to understand students' reading needs might consult with a reading coordinator in order to access students' reading scores.

Accomplished science teachers determine the scientific background that students bring to a particular subject or unit. Teachers are familiar with the details of the science curriculum in their school or district and the opportunities that their students have had to learn science. In the case of students who have transitioned from other schools, accomplished teachers seek to become familiar with the curriculum that students experienced. Teachers do not automatically assume that students have mastered this entire curriculum. Teachers know that students may have gaps in their understanding of some science concepts and that it is the teacher's responsibility to identify and address those gaps. For example, a student who lacks an understanding of mass and volume will need explicit, meaningful instruction in those concepts before the student can understand density. (See Standard III—Curriculum and Instruction.)

**Developmental Characteristics**

Accomplished science teachers understand their students' sociocultural, emotional, intellectual, and physical development, and they use this extensive knowledge base to maximize instruction. Accomplished teachers keep up with current research on child

<sup>29</sup> The terms *family* and *parent* are used throughout this document to refer to people who are the primary caregivers, guardians, or significant adults in the lives of children.

development and learning. (See Standard V—Learning Environment and Standard VII—Advancing Professionalism.)

Accomplished science teachers are aware that a student’s degree of social and emotional confidence influences learning. Teachers understand the social and emotional needs typical of the age group that they teach, and they comprehend how these needs impact classroom dynamics. For example, teachers understand that the social inclinations of their students affect how productively they can work in groups. Teachers are sensitive to developmental issues related to self-image, societal expectations, family structure and dynamics, and changing peer influences. Accomplished teachers are intentionally aware of current adolescent trends and cultural changes, and they know how to appropriately incorporate aspects of preteen, teen, and young adult culture into science education.

Accomplished science teachers understand that their adolescent students become increasingly capable of sophisticated thought, such as abstract and spatial reasoning, over time. Teachers make the effort to discern the intellectual capabilities of students, understanding that students’ cognitive abilities may vary dramatically. Because accomplished teachers know that their students are beginning to become aware of their own thought processes, they understand the benefits of providing students with opportunities to assess the strengths and weaknesses of their own approaches to problem solving.

Accomplished science teachers understand that developmental progress can vary greatly across the population, and that there are no distinct boundaries dividing early adolescents and young adults. For example, a given 17-year-old could be less developmentally ready to comprehend scientific concepts than a particular 11-year-old. Accomplished teachers combine their knowledge of developmentally appropriate, age-based strategies with their own observations in order to differentiate instruction in a way that is appropriate for their students. Accomplished teachers can provide evidence of how they differentiate content, processes, and products to accommodate their students’ developmental differences. (See Standard III—Curriculum and Instruction.)

Accomplished science teachers understand that physical development affects how a student thinks, behaves, is treated, and learns in the classroom. For example, a smaller student who appears younger may be treated as less mature intellectually than the student actually is. Accomplished teachers make modifications to the classroom environment and instructional strategies to accommodate the physical changes that their students are experiencing. These teachers also invite parents and colleagues to assist in supporting students during these changes. (See Standard V— Learning Environment.)

**Learning Profile**

Accomplished science teachers are aware that students have different learning profiles, and teachers choose or design curriculum and instructional strategies that give educational access to all students. Accomplished teachers adjust to the varied learning styles and personality profiles of their students. Teachers are proactive in learning about the exceptionalities and language needs of their students as they relate to their students’ learning goals and specific accommodations. They know how to support and challenge gifted and talented students, English language learners, students with exceptional needs, and others. Accomplished teachers design instruction that emphasizes students’ strengths and raises their abilities in areas that are not as strong. Accomplished science teachers also understand that students choose to use their knowledge and skills in many different ways and provide opportunities for students to do so. (See Standard III—Curriculum and Instruction and Standard VIII—Diversity, Fairness, Equity, and Ethics.)

Accomplished teachers are aware of what engages and motivates their students, and they use this knowledge to plan instruction. Accomplished teachers make use of their students’ strengths and preferences to help them learn science. For example, a teacher might give students opportunities to use art, music, storytelling, building, crafting, and technology to explore and apply their understandings of natural phenomena.

**Relevant Student Background**

Accomplished science teachers are sensitive to how students with diverse abilities, interests, experiences, linguistic heritages, socioeconomic statuses, ethnicities, religious traditions, sexual orientations, body images, geographic references, and family backgrounds and configurations come to understand science. Accomplished science teachers realize that whereas some aspects of a student’s background are obvious, others are subtle or even hidden. Furthermore, even if an issue is not particularly sensitive with regard to the student, it may be sensitive with regard to a friend, sibling, or loved one. Accomplished teachers understand their students’ backgrounds, but they also make a strong effort to be tactful in their discussion of all sensitive issues.

**Techniques for Learning about Students**

Accomplished science teachers are aware of the many ways they can learn about their students. Teachers are proactive in soliciting feedback directly from students to determine their learning styles, their abilities, and the activities they prefer. Teachers may use autobiographies, questionnaires, interviews, and conversations to elicit this information. By knowing their students, accomplished teachers find ways to make science content and instruction both valuable and meaningful.

Accomplished science teachers are aware of the changing nature of student strengths

and needs; thus, teachers continually look for information by examining student work and communicating with colleagues and parents to better understand their students. In addition to accessing individual student data, teachers make efforts to learn about the sociocultural aspects of students' communities. If information is not easily available, accomplished teachers are creative and persistent in seeking out other resources.

### **Diversity, Fairness, Equity, and Ethics**

Accomplished science teachers use their knowledge of students to ensure an equitable and fair classroom. Teachers ensure that they meet the needs of all students while maintaining high expectations for all. Accomplished teachers make an effort to uncover their own assumptions and biases and do not allow them to interfere with student learning. Teachers make a concerted effort to expose all students, especially traditionally underserved students, to a variety of learning experiences, such as summer opportunities, workshops, speaker series, and internships, so they can recognize that science is an important part of their lives. Science teachers encourage all students to see that they can pursue science and science-related careers, and teachers often act as mentors or seek out other appropriate mentors for students.

Accomplished science teachers use their understanding of students to address issues of diversity in their teaching. They learn about and show respect for students' belief systems, especially when addressing controversial subjects. Teachers are sensitive to the ways they discuss different family structures. When it is appropriate to do so, they link issues in science with students' personal and cultural backgrounds, being sure to do so in a way that recognizes the complexity of these interactions.

Accomplished science teachers are sensitive to the confidential nature of personal student information. They are knowledgeable about the ethical and legal responsibilities related to their knowledge of students; for example, teachers know what they are legally required to report in an effort to protect and keep their students safe. Accomplished teachers carefully follow ethical guidelines regarding the sharing of information. For example, they keep their students' grades, medical records, IEPs, and other personal information confidential. Accomplished teachers educate other teachers in these areas and advocate for sensitivity and confidentiality related to student information. Accomplished teachers model discretion for all of their colleagues. For example, they intervene tactfully but firmly if they overhear other teachers discussing students in a public space such as a hallway. (See Standard VIII—Diversity, Fairness, Equity, and Ethics.)

### **Reflective Practices**

Accomplished science teachers continuously reflect on how well they know their students and how they use this information to inform their instruction. Through daily instructional and assessment practices, accomplished teachers reflect on their students' readiness for learning in relation to specific goals. They reflect on how best

to identify content gaps, literacy levels, and other elements that contribute to readiness, and they use this information to develop lesson plans and select instructional materials. Accomplished science teachers reflect on whether they have differentiated instruction and assessment to ensure that readiness needs have been addressed.

Accomplished science teachers reflect on their ability to identify the developmental stages their students are going through and how they use this understanding to frame instructional practices. Teachers understand that the developmental process varies greatly among their students and reflect on the degree to which their instructional activities are supportive of these differences.

Accomplished science teachers realize that reflecting on learning profiles is a vital part of understanding the whole student. Accomplished teachers reflect on their knowledge of the wide range of learning styles and preferences that exist in their classrooms. They determine if student needs are being met by looking for understanding during science discourse and by assessing students' abilities to answer complex questions. When teachers determine that there are student needs that they cannot address by themselves, they reflect on ways to obtain additional information and ideas from colleagues and others.

Accomplished science teachers reflect on what they know about their students' backgrounds and how they implement this knowledge to enhance student learning. They reflect on how they can update their understandings of exceptionalities and other aspects of students' backgrounds through professional development, conversations with colleagues, and other appropriate means.

Accomplished science teachers reflect on the techniques they use to learn about students. They ponder whether their techniques effectively elicit the information they are seeking. Teachers also reflect on how they can make the process of learning about students appropriately transparent and seamless.

Accomplished science teachers reflect on the degree to which they are aware of and responsive to the diversity within their classroom. They reflect on the assumptions they make about their students, possible biases they possess, and how they can use their knowledge of students' backgrounds to ensure a fair and equitable learning experience. Accomplished science teachers reflect on whether they have provided accommodations and flexibility in their instructional practices in such a way as to reach their students. Accomplished teachers reflect on their sensitivity in exploring and discussing their understanding of students.

*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>*

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<p><b>SOCIAL STUDIES-HISTORY (EA) &amp; (AYA)</b>  <i>Early Adolescence &amp; Adolescence through Young Adulthood (Shared Standards)</i></p>	<p><b>NOTES</b></p>
<p><b>STANDARD I: Knowing Students</b></p>	
<p><b>OVERVIEW:</b> Accomplished social studies–history teachers are knowledgeable about students as individuals and as members of families and communities and use their knowledge to strengthen relationships and increase student achievement. Teachers are also knowledgeable about students’ development and their conceptualization of social studies–history.</p>	
<p><b>Introduction</b></p> <p>Accomplished social studies–history teachers<sup>30</sup> strive to make personal connections with each of their students to increase student achievement. Teachers bear in mind students’ cognitive, social, physical, and emotional development in making instructional decisions. Teachers consider that the variety of student backgrounds contributes positively to classroom learning, and teachers work to expand and develop students’ abilities, perspectives, and knowledge. Teachers are knowledgeable about how students function in the classroom setting; how they interact with teachers, other students, and wider communities; and their varied interests and ways of learning. Teachers treat all students as individuals, yet they also recognize that students are part of families and larger social groups that may significantly influence their ideas and behaviors. Teachers know how students conceptualize their membership in society and how that idea influences their learning of social studies–history content.</p> <p><b>Knowing the Individual Student</b></p> <p>Accomplished teachers capitalize on their knowledge of students’ cognitive, social, physical, and emotional development. Teachers stay abreast of current research regarding students’ developmental levels, using it to plan as well as to guide students in examining their life stages and membership in society. Teachers combine knowledge of general development with knowledge of individual students to design and provide appropriate instruction. They also choose the most effective classroom procedures to stretch and challenge students at all levels of ability.</p>	

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<sup>30</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of social studies–history.

Accomplished teachers draw upon students’ backgrounds, experiences, and interests to motivate and engage them in the study of social studies–history. Teachers focus on the richness of students’ experiences and their diverse backgrounds to create a safe place where students can take academic risks. Teachers recognize that learning requires students to develop new skills, form hypotheses, and learn from successes and errors. Teachers look for specific places in their curriculum for students to find themselves within the subject matter. For example, teachers may use students’ experiences with spending to explore economic trade-offs, or they might use students’ conceptions of and experiences with authority to introduce particular periods in U.S. or world history. Teachers utilize students’ background knowledge in areas related to the curriculum, and they encourage students to share what they know in a reasoned and informed manner. When possible and appropriate, teachers give students choices in the topic of study or method of presentation so they can explore individual areas of interest while using the tools of that subject area.

To gain a better recognition of students’ needs and strengths, accomplished teachers may look at students’ previous academic records and cumulative files or speak to their family<sup>31</sup> members, other classroom teachers, or other appropriate school personnel. Teachers use formal and informal methods to assess students’ knowledge and skill levels as well as to inform their teaching practices. For example, teachers may issue a pre-test of subject matter and skills, examine student writing samples, or survey students’ content background knowledge regarding the content. (See Standard IV—Instruction.)

Accomplished teachers proactively work to ensure that students with exceptional needs have full access to the depth of content. As appropriate, teachers implement instructional strategies, develop concepts, and organize the curriculum to tailor it for students with exceptional needs. For English language learners, teachers diligently integrate language-learning considerations and objectives and provide appropriate materials to allow access to the depth of content and full participation in the life of the classroom. An economics teacher, for example, might provide practice in using terms and concepts with specialized disciplinary meanings that differ from their use in conversational speech or informal writing, such as the differences among money, income, currency, and wealth.

Accomplished teachers know their students’ academic needs and strengths and provide a variety of resources, activities, and assessments that match students’ ways and levels of learning. Teachers differentiate lessons so that all students rise to their highest potential. They engage students in multiple modalities of learning, for example, by providing visual representations along with written texts on the Han, Gupta, Aztec, Greek, and Roman empires. Similarly, when possible, teachers may

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<sup>31</sup> *Family* is used in this document to refer to the people who are the primary caregivers, guardians, and significant adults of children.

give students choices in demonstrating their knowledge or competency; for example, they may allow students to give oral presentations; write essays, letters, or poems; or create movies or posters. Teachers find ways to engage students who have lower reading levels or who require specialized plans. For example, teachers may find varied reading materials, audio books, or graphic novels about other cultures; use graphic organizers and other forms of scaffolding; or partner with other in-school support programs.

Accomplished teachers actively pursue professional growth opportunities and seek resources to integrate all students into classroom life. Teachers adapt and modify their practices for students with different needs and continually reflect on how to meet the needs of all learners. If specialized teaching techniques, equipment, materials, or specialists are needed, teachers work within school communities to locate such resources and to see they are used effectively. For example, teachers might seek professional development on topics such as accommodating students with exceptional needs.

Accomplished teachers know the unique needs of students and make use of specialized staff and programs to support them. For example, the teacher may ask the school psychologist to conduct group discussions on issues of interpersonal respect when students are facing harassment and bullying. Teachers may partner with the English language learning program coordinator and local community groups to assist students who are new to the country to learn about the local school system and how to navigate it. Teachers recognize the limit and scope of their influence both inside and outside the classroom and proactively seek assistance to facilitate students' achievement.

Accomplished teachers know that students are social beings. They acknowledge factors that have shaped students outside the classroom as well as the relational dynamics in the classroom and school at large. Teachers respond to these forces purposefully and strategically by being deliberate about the physical environment of the classroom and student seating arrangements; by carefully grouping students in cooperative tasks; and by creating opportunities for all students to develop respectful interactions with one another. Teachers are particularly attuned to ways that students develop their own social hierarchies, and they create a social and academic safety net for all students.

While working to develop personal responsibility and a habit of persistence in their students, accomplished teachers work with each student to define and create a plan to achieve goals. Teachers know students sometimes face frustrations and challenges. They instill in students the ideas that learning can be difficult; that experimentation is essential; that people learn from false starts and failures; that as much can be learned from making mistakes as from providing the right answer; and that fully grasping a subject requires recognizing its complexity. Teachers are aware of effective ways to offer encouragement and constructive criticism. They also recognize that progress and accomplishment are key components to students'

feelings of self-worth and academic success. For example, teachers may confer with students to jointly decide pacing and assessment of a project or unit.

**Knowing Families and the Community**

Accomplished teachers recognize that to know students well is to know and collaborate with their families and communities. Teachers not only get to know individual family members and caregivers of their students but also examine the larger communities and cultures within which students function. When students come from backgrounds where the nature of education and the role of teachers differ from those of the school, teachers provide clear information regarding expectations and how students can succeed in the classroom and school setting. Teachers look for opportunities to orient students’ families to the school, and they help them connect to and become comfortable with the classroom and the larger educational community. For example, teachers may reach out to families by making positive telephone calls, using a third-party language line or interpreter, meeting at nontraditional and neutral sites such as community centers, or partnering with other teachers for a meet-and-greet dinner or dessert social event.

Accomplished teachers assist families by serving as advocates for students within the school. For example, they discuss with students course selection and consequences of such decisions, including the importance of planning for the next level of education. Families are central to students’ learning and success, and teachers strive for ways to partner with them. Teachers know which families need special assistance in functioning and communicating within the educational environment, and teachers seek resources to bridge barriers through use of interpreters, translated reports, and other adaptations.

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

**Knowing How Students Conceptualize Social Studies–History**

Accomplished teachers know how students make sense of social studies— history content, and that their knowledge increases and deepens with maturity and experience. Teachers build on students’ ideas and experiences in addition to addressing their misconceptions. For example, teachers know that students frequently underestimate the effect of societal forces, events, and institutions when considering individuals’ abilities to create change. Teachers, therefore, emphasize ways in which individuals are affected by cultural norms, economic forces, or political institutions. In teaching about gender roles in the U.S. antebellum period, for example, teachers could facilitate students’ exploration of the idea that women’s participation in public life was not solely a result of their personal choices, but also was constrained by popular conventions and legal restrictions regarding men’s and women’s roles in areas such as voting and property ownership. Through experience with subject matter and knowledge of their students, teachers anticipate areas in the curriculum where misconceptions may occur and plan instruction to refine students’ interpretive and analytic skills.

Accomplished teachers address various factors that may affect students’ knowledge of social studies—history content. Therefore, teachers provide opportunities for students to reflect on the influence of their own backgrounds and perspectives as well as those of others. For example, teachers know that students may perceive world regions differently, so they have students examine reasons for their judgments and consider new ways of thinking about the world. Teachers are aware of their own filters in preparing and presenting materials. In addition, teachers facilitate students’ abilities to identify their own schema and recognize how differing worldviews not only affect individual perspectives and actions, but also shape, for example, government policy, treatment of social groups, declaration of war, the effect of resource use on the environment, and the content of textbooks.

*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>*

<b>WORLD LANGUAGES (EAYA)</b> <i>Early Adolescence through Young Adulthood</i>	<b>NOTES</b>
<b>STANDARD I: Knowledge of Students</b>	
<b>OVERVIEW:</b> Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students’ competencies and interests as individual language learners.	
<p><b>Understanding the Diverse Ways that Students Grow and Develop</b></p> <p>Accomplished teachers<sup>32</sup> believe solidly in the ability of students to learn world languages and dedicate themselves to providing language-learning opportunities to all students. Teachers employ various means of learning about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers enhance their understanding of students through discussions with family members, other teachers, school counselors, exceptional needs teachers, and other educational and administrative staff. Teachers also use such resources as personality and learning surveys and then shape instruction accordingly. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to determine the direction, approach, and content of their teaching; to motivate students; and to meet both the unique and common needs of all students.</p> <p>Keenly aware that young people learn in various ways and at varying paces, accomplished teachers use their knowledge of child and adolescent development to design and provide appropriate instruction. Teachers recognize and make professional modifications to accommodate variations in students’ age levels; cognitive, physical, emotional, social, and motor development; cultural and ethnic identity; gender; and learning profiles. To foster rich cognitive development at all levels, teachers plan learner-centered instruction that incorporates concrete and abstract levels of thought—recognizing, applying, analyzing, synthesizing, and evaluating. In learning about a legend, folk tale, or myth native to a target culture, for example, students might summarize the legend, role-play it in front of the class, and compare and contrast characters. Students might create a rubric to evaluate elements inherent in legends from the culture and create their own version of a legend based on what they have learned.</p>	

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<sup>32</sup> All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of world languages.

**Forming Constructive Relationships with Students and their Families**

Accomplished teachers believe that students bring to class a wide variety of skills, talents, and abilities that serve as a basis for the educational process. Teachers use their students’ curiosity, eagerness, and energy as assets to enhance language and cultural learning, and to provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability. Teachers take advantage of interests that commonly bond young people, such as popular culture, music, and sports. Teachers are aware that personalizing the language experience helps students, because most students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain—which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers—strengthens students’ cognitive abilities, cultural understanding, and linguistic proficiency.

Accomplished teachers know that understanding the social development of young people is often key to motivating them to learn. Teachers are concerned with their students’ self-confidence, aspirations, goals, and development of character. Teachers are also alert to transformations in students’ social development as they enter adolescence and to changes in relationships with peers and adults. Practically everything about the learner is relevant to language instruction; the relationships that teachers build with their students not only support student learning and development, but also provide teachers with opportunities to identify and understand important aspects of students’ characters, interests, and talents.

Accomplished teachers are aware that exigencies of family structure frequently affect academic performance. Thus, teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Teachers know that active, involved, and informed families create a network that supports vital, effective language programs. Teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Accomplished teachers treat families with respect and understanding, realizing that parents’ prior experiences with language instruction often frame their expectations of and attitudes toward the education of their children. Involvement with families offers teachers opportunities to gain insight into parents’ expectations and aspirations for their children. Teachers communicate with parents about their children’s accomplishments, successes, and needs for improvement, as well as ways to attain higher goals. Teachers elicit parents’ ideas about their children’s interests and ways to motivate them. Teachers respond thoughtfully and thoroughly to parents’ concerns.

Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct communications, such as presentations at meetings with parent organizations, telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Teachers might

initiate student-led conferences in which students select work from their portfolios to share with their parents and then discuss with their parents their personal goals, motivations, and achievements. Such efforts motivate students to take responsibility for their learning, help them define and understand their progress, and encourage parents' increased involvement in student learning. Accomplished teachers can use family resources to assist instruction or lead special activities by inviting, for instance, a parent who is a restaurateur to demonstrate an authentic recipe to students, or by asking a parent who speaks the target language to assist in publishing the class newsletter. Teachers might enlist families as partners through student exchanges in hosting students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction. Such partnerships help teachers instill in students an interest in language learning that extends beyond school settings.

### **Understanding the Diverse Language and Cultural Experiences that Students Bring to the Classroom**

Accomplished teachers are informed about students' previous language experiences. Teachers recognize that students bring to the classroom a wide variety of language backgrounds, including experiences of growing up in monolingual environments; living or traveling abroad; participating in language immersion programs; having a bilingual education; and interacting with family members who regularly speak a language other than English. For some students, the language being studied is their third or fourth language. Knowing the variety of experiences and abilities within a class, accomplished teachers reach out to all students to build on their individual, background knowledge and maximize their learning. Teachers demonstrate particular sensitivity toward heritage learners<sup>33</sup> with backgrounds in the language studied. For instance, teachers might encourage students to share with the entire class their prior learning experiences in the target language. They work to ensure that students build language competence and literacy skills in their heritage language, because the heritage language can form the foundation for successful acquisition of additional languages, which may include English.

Accomplished teachers recognize that diverse language experiences can serve as a framework for academic success, as a source of enrichment for the entire learning community, and as a way to encourage students to become global citizens both linguistically and culturally. Teachers strengthen students' awareness of the usefulness of competence in more than one language and the advantages of having bilingual or multilingual people in civil service; diplomatic and national security positions; and local, national, and international business. Teachers, for instance, might ask students to research the role of multilingual professionals in organizations (such as Doctors without Borders) or in international efforts (such as to combat AIDS

<sup>33</sup> *Heritage language learners* are students who have been exposed to the target language in their homes or communities from a young age.

or to construct the International Space Station). Teachers might encourage students to assist community organizations in expanding their linguistic and cultural outreach by helping to develop Web sites or brochures in target languages. Teachers regard diversity of language experiences as an asset that facilitates the pursuit of academic goals as they design curricula, assignments, teaching strategies, and evaluation techniques for their classes. Accomplished teachers also explore and investigate potential school and district programs that may advance the learning of heritage learners as well as other learners who demonstrate a background of diverse language experiences.

**Acquiring Knowledge of Students through Assessment and Evaluation**

Assessment, a continual practice within an accomplished teacher’s repertoire, is vital to acquiring knowledge about the breadth and depth of students’ language skills. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline of students’ proficiency. During learning experiences, assessment helps both teachers and students identify successful activities. At the end of lessons and units, evaluation provides critical data to determine the quality of student achievement. To gauge student strengths, needs, and interests, teachers use a wide range of formal and informal assessment methods. (See Standard VII—Assessment.)

*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>*