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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.

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

ART (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
Standard IX: Collaboration with Colleagues, Schools, Families, and Communities	
<p>OVERVIEW: Accomplished art teachers work with colleagues, schools, families, and community groups to achieve common goals for the education of students; to improve schools; and to advance the knowledge, practice, and support of art education.</p>	
<p>Accomplished art teachers believe that their responsibilities as professionals include a commitment to the continuing growth and development of their colleagues, their schools, and their field. They see themselves as members of larger learning communities with responsibilities that extend beyond the classroom, including a charge to shape a healthy professional culture in their schools and beyond and to promote art education as an integral part of a complete education. This charge includes outreach to community members, parents, and other stakeholders outside of art education. When possible, they collaborate with other art educators on issues specific to art education and also join with colleagues from other disciplines in exploring ways that the arts can contribute to the general purposes of education. Although accomplished teachers commit to various levels of participation within such collaborations, their ultimate goals are to improve their practice and to affect student achievement. (See Standard I—Goals of Art Education.)</p> <p>Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. Accomplished teachers know that the expectations and actions of families have a significant impact in the learning success of students. They respect the role of families as the first teachers of their students and acknowledge the high aspirations that most families have for the success of their children. Family members are usually keen observers and accurate reporters of student strengths and needs. They have a continuing, critical influence on student development and on student attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for the progress of their students in art. (See Standard II—Knowledge of Students as Learners.)</p> <p>Dynamic learning communities exist beyond the school structure. Accomplished teachers collaborate with arts agencies, community members, and institutions as partners who provide quality educational experiences for students.</p> <p>Teachers Work with Colleagues to Contribute to the Climate, Culture, and Instruction throughout the School</p> <p>When appropriate, art teachers collaborate with other teachers in the school to identify issues, concepts, or themes that can be explored in an interdisciplinary</p>	

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

Teachers Are Lifelong Learners

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

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

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

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

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

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

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

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

Teachers actively participate in planning and implementing policies at the school, district, state, regional, and national levels. In doing so, they proactively present the goals of early adolescence through young adulthood art education for consideration in decision-making processes. (See Standard I—Goals of Art Education.) Accomplished teachers work to inform and influence decision makers, administrators, and colleagues on the roles the arts can and should play in education for all students. In addition, they participate effectively with other educators on committees and projects to improve school policies, organization, and procedures. Teachers understand the impact that planning, facilities, staffing, professional development, instructional resources, scheduling, and financing have on student learning in art, and they communicate with the appropriate personnel to inform and influence related decisions. They communicate to the larger community the vital role that the visual arts play in the education of students. They work to foster a culture in which the arts have a significant place and students can learn, grow, and flourish. (See Standard II—Knowledge of Students as Learners and Standard VIII—Learning Environments.)

Teachers Capitalize on the Insight of Parents and Guardians

Teachers recognize that parents and other caregivers have insights that can enrich the quality of education for students; therefore, teachers seek ways to take advantage of family experiences. They listen attentively to the stories parents share about their home lives, taking special note of students' strengths and abilities that might not be apparent at school but that could help to further their education. Teachers see collaboration with parents as an essential tool for providing students with the support and motivation they need. (See Standard II—Knowledge of Students as Learners and Standard III—Equity and Diversity.)

Early in the year, teachers take steps to solicit support for the art program from parents and other caregivers. Teachers are receptive and welcoming in their attitude; they establish two-way communication with families, seeking information from them about the strengths, interests, preferences, aspirations, and home lives of their students. They provide information about the content of the school art program including routines and goals for learning. They suggest actions that family members can take to help their child's visual arts literacy by providing media and materials for art making, sharing family visits to museums and galleries, and expecting their children to reach appropriate and challenging goals in art and communicating that expectation.

Visual arts classes eventually bring students into contact with important topics that some portions of the population may find objectionable, such as religious or spiritual themes; nudity; or social, political, or artistic ideas that sometimes challenge the norm. Accomplished teachers know how to handle criticism on these accounts; they keep open lines of communication with families, respecting their private beliefs but standing up for the right of students to encounter art as a process of studying expressions of human experience across cultures, times, and places. (See Standard IV—Content of Art.)

Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their students. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. Further, it contributes to making school a place where art is appreciated and valued. By including the multicultural resources of families within the study of art, accomplished teachers widen student perspectives and help them understand how diverse peoples make up the global community, thereby connecting individuals to human experience. (See Standard II—Knowledge of Students as Learners, Standard III—Equity and Diversity, and Standard VIII—Learning Environments.)

Teachers reassure parents that they do not need an advanced degree or extensive arts experience to help adolescents learn about the visual arts; all they need is a willingness to make an effort, to share in their children's curiosity about their

everyday

worlds, and to watch and learn along with them. Periodically, teachers may send home an intriguing art assignment with the intention of involving the whole family.

Teachers see parents and other caregivers as allies. They communicate regularly with families about the school art program by means of newsletters, Web pages, or other media. They invite families to take part in the program, for example, as collaborators in the school art exhibition—helping, not taking over the project—or as guest speakers in the classroom, sharing their expertise. In their communications, such teachers may highlight research regarding key information that families might find useful—such as the central role of visual literacy in workforce preparedness, the impact of arts learning on achievement in other content areas, or the importance of the art-making process as opposed to the value of a finished product.

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

Teachers Cultivate Family Interest in and Support for Art Education

Teachers communicate with families about their child’s accomplishments, successes, and need for improvement, in some cases discussing the means for achieving higher goals. They make every attempt to respond thoughtfully to family concerns. They interpret and discuss student work in a manner that is clear and that gives parents an accurate portrait of student progress. They search for ways to share the art program’s objectives and expectations for its students as well as the reasons behind group or individual assignments. When possible, they include families when setting, implementing, and evaluating goals. (See Standard I—Goals of Art Education and Standard VI—Assessment, Evaluation, and Reflection on Student Learning.)

Teachers offer parents suggestions on helping their children develop their abilities in art. They also help families understand the importance of providing time and space for their sons and daughters to engage in art learning. They connect families and students with appropriate opportunities for planning in relation to high school, technical schools, college, or careers. Teachers may also assist parents by serving as advocates for students within the school. They help students and their parents construct meaning by relating art in community spaces to the art education in the school curriculum. In this way, teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, advocates, makers, and consumers of art.

Interaction with parents helps accomplished teachers establish an invaluable rapport with families. It also holds the promise of stimulating family support for and

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

Teachers Collaborate with Constituents in the Community to Strengthen Art Education

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

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

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

Accomplished teachers find ways to connect students and their artwork with the larger community. They help students and their parents construct meaning by relating art in community spaces to the art education in the school curriculum. In this way,

<p>teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, advocates, makers, and consumers of art. In working collaboratively—whether with colleagues, schools, families, or community members—accomplished teachers seek meaningful partnerships, thereby building and maintaining ongoing support for quality art education for all students. Their ultimate goal is to foster collaborations that will have a positive impact on student learning, improve their practice, and ensure that art education is a powerful contributor within a global community.</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>

<p>ART (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD VIII: Collaboration with Families, Schools, and Communities</p>	
<p>OVERVIEW: Accomplished art teachers work with colleagues, families, and community groups to achieve common goals for the education of students, to improve schools, and to advance the knowledge and practice of art education.</p>	
<p>Accomplished art teachers believe that their responsibilities as professionals include a commitment to the continuing growth and development of their colleagues, their schools, and their field. They see themselves as members of larger learning communities with responsibilities that extend beyond the classroom, including a charge to shape a healthy professional culture in their schools. When possible, they collaborate with other art educators on issues specific to art education and also join with colleagues from other disciplines in exploring ways that the arts can contribute to the general purposes of education. Teachers also recognize the central role families play in the education of students and seek to enlist them as allies. Family members are usually keen observers and accurate reporters of student strengths and needs. They have a continuing, critical influence on student development and on students’ attitudes toward school, learning, and art. Therefore, accomplished teachers work with families to promote their interest in and support for their children’s progress in art.</p> <p>Teachers Contribute to the Quality of Life and Instruction throughout the School</p> <p>Art teachers collaborate with other teachers in the school to locate art resources and to identify issues, concepts, or themes that can be explored in an interdisciplinary manner. They work to make their schools reflect the importance and vitality of art education. Through exhibits, displays, and other means, they extend the richness of the art learning environments to the school as a whole. (See Standard VII—Learning Environments.)</p> <p>Similarly, teachers work to break down the boundaries that might exist between the visual arts and other subject areas. They seek to identify opportunities for cross-disciplinary studies, knowing that such collaboration holds the potential for promoting the unique forms of thinking associated with the study of art. Accomplished teachers seek to learn about the activities of other teachers in order to connect the art education program to other worthwhile learning experiences. Similarly, art teachers invite other teachers into their classrooms to encourage collaboration. They treat their colleagues with respect and professional courtesy.</p>	

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Art teachers bring unique perspectives to professional interactions among colleagues in the art community and throughout the entire teaching force. They challenge ideas, requirements, curricular assumptions, and other factors that limit student learning in art and other content areas. They know how and when to question convention and tradition and when to encourage innovation in the search for practices that will lead to significant learning in and through art.

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

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

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

Teachers Are Leaders Who Contribute to the Growth of the Profession

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

committees and councils. They also collaborate with educators from other schools and districts and with educators from colleges and universities.

Joining with other educators at the local, state, regional, and national levels, teachers strive to strengthen instructional practices and to design and implement new programs in art education. They are seriously committed to involvement with peers, knowing that such collaboration yields significant dividends by improving their own instructional practices and those of others. Peer interaction can improve their effectiveness as teachers, expand their knowledge of students, deepen their understanding of art and its connections to other disciplines, contribute to the knowledge and skills of other teachers, and improve the quality of education in general. Teachers serve in multiple roles within learning communities, acting as providers of information, members of problem-solving teams, facilitators of student inquiry, researchers, writers, fellow learners, and fellow artists.

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

Teachers actively participate in planning and implementing policies at the school and district levels. In doing so, they proactively present the goals of early- and middle-childhood art education for consideration in decision-making processes. (See Standard I—Goals of Art Education.) Teachers understand the impact that planning, facilities, staffing, professional development, instructional resources, scheduling, and financing have on student learning in art, and they communicate with the appropriate school personnel to inform and influence decision makers. They communicate to the larger school community the vital role that the visual arts play in the education of students. They work with colleagues to foster school and community cultures in which the arts have a significant place and students can learn, grow, and flourish. (See Standard VII—Learning Environments.)

Teachers Capitalize on the Insight of Parents and Guardians

Teachers recognize that parents, guardians, and other caregivers (henceforth referred to as parents) have insights that can enrich the quality of education for students; therefore, teachers seek ways to take advantage of family experiences. They listen attentively to the stories parents share about their home lives, taking special note of students' strengths and abilities that might not be apparent at school but that could help to further their education. Teachers see collaboration with parents as an essential tool for providing students with the support and motivation they need.

Learning about family backgrounds and cultures helps teachers gain insight into parental expectations and aspirations for their children. Such understanding of student lives outside of school is critical in tailoring curriculum and instruction within the school. It furthermore contributes to making school a place where art is appreciated and valued.

<p>Teachers Cultivate Family Interest and Support for Art Education</p> <p>Teachers communicate with families about their children’s accomplishments, successes, and need for improvement, in some cases discussing the means for achieving higher goals. They make every attempt to respond thoughtfully to family concerns. They interpret and discuss student work in a manner that is clear and that provides parents with an accurate portrait of student progress. They search for ways to share the art program’s objectives and expectations for its students as well as the reasons behind group or individual assignments. When possible, they include families in setting, implementing, and evaluating goals. (See Standard I—Goals of Art Education and Standard IX—Assessment, Evaluation, and Reflection on Teaching and Learning.)</p> <p>Teachers offer parents suggestions on how to help their children develop their ability in art. They also help families to understand the importance of providing time and space for children to engage in art learning. Teachers may also assist parents by serving as advocates for students within the school. Accomplished teachers find ways to connect students and their artwork with the larger community through exhibitions, programs, and field trips. They help students and their parents construct meaning by relating art in community spaces to the art education in the school curriculum. In this way, teachers help make the creation and study of art relevant; they seek to help families and students understand how they can contribute to the community as learners, appreciators, makers, and consumers of art.</p> <p>Teachers Gain Support through Active Family Involvement</p> <p>Interaction with parents helps accomplished teachers establish an invaluable rapport with families. It also holds the promise of stimulating family support for and involvement in the education of their children. Teachers persistently, actively, and creatively seek to involve parents and guardians in the educational process. They encourage parents to come to conferences, invite them to exhibitions in the school and community, and include ways for families to be involved in their children’s art learning. Teachers help to establish avenues for family input and involvement in the development of school art programs, keep parents informed of these avenues, and encourage them to participate. Teachers know the value of having families understand the diverse cultural interpretations of language and symbols. They advise parents of classes available outside the school program—such as after-school and Saturday programs at museums, universities, and arts centers—to further students’ art education.</p>	
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<p>CAREER AND TECHNICAL EDUCATION (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Leadership in the Profession</p>	
<p>OVERVIEW: Accomplished teachers collaborate with stakeholders within their schools and communities to improve instruction, promote student learning, and advocate for their fields of expertise in education and related industries.</p>	
<p>Accomplished CTE teachers are effective teacher leaders who understand their roles as contributors to and advocates for career and technical education. They recognize there is a continuum between the roles of learner and leader, and they act as both to leverage the strength of others and maximize outcomes that empower the profession. Working to improve student learning and promote the growth of CTE programs, they provide significant leadership at a variety of levels—local, state, or national. Accomplished teachers work tirelessly, securing and safeguarding program resources, developing curricula, engaging in professional development, mentoring other educators, and advocating for the profession.</p> <p>Without ample resources, CTE programs cannot flourish. In the absence of school or system level funding, accomplished instructors actively pursue business partnerships to obtain access to equipment, materials, and supplies they need to sustain the innovative curricula that characterize continuously evolving CTE learning environments. Teachers petition stakeholders to fund the design and implementation of educational experiences that inspire intellectual discovery. For instance, a culinary arts instructor may convince local restaurateurs to sponsor small-scale student enterprises, culminating in the operation and management of a class catering venture.</p> <p>In addition to community-based partnerships, teachers might individually or jointly apply for corporate and educational grants to fund creative projects. For example, a team of teachers specializing in engineering, apparel design, and the performing arts might obtain a grant so their students can observe theatre professionals at work, engage them in a dialogue about their craft, and put lessons learned into practice by designing sets, creating costumes, and staging their own play for the public. Endeavors like these support CTE teaching objectives while drawing attention to the unique value that CTE programs bring their students, namely, the opportunity to plan complex projects and turn them into reality using a wide range of skills to meet challenges and solve problems along the way, as professionals do in the workplace.</p> <p>Procuring resources to maintain and advance CTE programs represents one aspect of teacher leadership; sharing resources with other educators through the development of curricula is another. Accomplished CTE teachers value their relationships with educators in career and technical education and in other disciplines. Forging</p>	

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connections with their colleagues, they combine resources to create learning environments that help students build cross-disciplinary knowledge and connect instructional content with real-world experiences. For example, a health teacher may collaborate with science and mathematics instructors to identify related objectives in their curricula and develop cross-disciplinary units on the analysis of nutritional content in packaged foods. Or a construction technology teacher may work with a mathematics instructor to sponsor a joint project that requires students to master geometric principles while designing and building playground equipment for a local school. In both instances, CTE instructors devise curricula that not only stress the importance of developing cross-disciplinary knowledge, but also demonstrate the pedagogical advantage of synthesizing it through application in a professional context.

To create and enhance curricula, accomplished CTE teachers collaborate with educators and professionals in their technical fields on the state or national level as well. Often, these opportunities arise through membership in professional associations. For example, an aviation instructor might collaborate with a team of teachers affiliated with his career and technical student organization on the state level to align content standards with performance criteria used at competitive aviation events. Or a computer programming instructor might work with programmers across the country to review the curriculum for an online course being developed as an open educational resource for teachers and students worldwide. While all teachers engage in developing curricula for their classrooms, accomplished teachers collaborate with others so they can offer their students exciting, compelling content that takes multiple viewpoints into consideration. Teaming with colleagues and administrators as well as postsecondary educators, industry partners, and community leaders, accomplished CTE teachers continuously strive to extend and enrich the learning opportunities available to students in their programs.

Curriculum development often triggers discussions about the implementation of new resources. Accomplished CTE teachers take the lead in identifying professional development opportunities and supporting the management processes used to integrate resources. All educators engage in training activities to improve their instructional practices and student outcomes, but accomplished educators select opportunities purposefully, reflecting on student data and their teaching experiences to identify gaps in their professional practice. Instructors encourage their colleagues to participate in these opportunities as well by organizing or promoting learning events at their schools and districts or within larger professional communities. For example, a CTE teacher may choose an educational topic, select an appropriate book, and gather a study group of colleagues in her building; she may also assemble a team through a professional network or organization to provide in-service training on technology newly implemented in her building. CTE instructors understand the vital importance of undertaking regular professional development as a teacher and as a practitioner in a field, and they participate in training with a dual purpose in mind—to strengthen their pedagogical and technical skills so they can improve student

learning and promote program growth. CTE instructors work with other faculty and staff diligently, engaging in learning communities, contributing to management and decision-making processes in their programs, and implementing plans for continuous school improvement. Accomplished teachers participate in needs assessment activities on district, state, and national levels. For instance, a teacher may submit a professional development survey administered by faculty at a state workforce education program or participate in a delphi study identifying best practices. Accomplished CTE teachers work to advance teaching practices across learning communities and are active members of professional and industry organizations. A teacher may, for example, serve as an officer for a state CTE organization or present a seminar at a national technical conference. Program leadership and professional development go hand in hand for accomplished CTE teachers, who are dedicated to modeling the personal and communal benefits of lifelong learning for their colleagues and students.

In addition to facilitating large group learning, accomplished CTE teachers interact with other instructors as individuals, serving as coaches to support their colleagues' professional development or recruiting teachers to join their programs. CTE instructors act as mentors to help improve the effectiveness of new teachers, with the goal of enhancing student learning and increasing achievement. For example, a team of instructors may share their insights on lesson plans, instructional strategies, classroom management, or data analysis with novice educators. Accomplished CTE teachers may serve as mentors whether they are in the same content area as new instructors or in a different one; similarly, they may advise instructors who are members of non-CTE departments. Within their programs, CTE teachers encourage novice educators to undertake some of the logistical tasks associated with project-based instruction so they can gain more experience while relieving their advisors of some instructional responsibilities. For instance, an engineering teacher who has hosted a robotics competition for years might mentor a new instructor by training him to host the competition on a biannual basis to the benefit of both teachers. Experienced educators work proactively with novice teachers to maintain a high quality of instruction in CTE programs and to promote the efficiency of their management. Reaching out beyond their programs, instructors also recruit and advise individuals interested in pursuing teaching as a career. For example, a CTE instructor may speak at local colleges, universities, or trade organizations to inform future educators about career opportunities in CTE programs—or may welcome interns to the classroom to demonstrate the challenges and rewards of being a CTE teacher. Mentoring teaching candidates and novice teachers supports the recruitment and retention of CTE professionals and strengthens the delivery of instruction in engaging learning environments.

To meet student needs and improve outcomes, accomplished CTE teachers support other teachers while advancing their programs and advocating for career and technical education as a whole. They understand the importance of promoting CTE programs to students, parents, educators, and employers so every stakeholder understands the value of CTE and the significant role it plays in preparing tomorrow's

graduates for the workplace. Accomplished teachers communicate this message by engaging in conversations, making presentations, writing editorials, and pursuing other activities that convey the positive impact of career and technical education. They may contact local and state representatives and initiate dialogues with policy makers that stress the urgency of securing resources and funds for the continuation and expansion of CTE programs. Teachers also develop relationships with other members of their state and national professional organizations to expand the number of partners in their programs' success. Accomplished teachers may regularly do any and all of these things to convey the mission of CTE to the public. For example, a teacher who develops a seminar about the implementation of current trends in CTE classrooms and the benefits of having well-trained students for local industry may advertise the seminar in trade journals, gain interest from business representatives, and increase the network of stakeholders interested in hiring students and possibly contributing resources, materials, or time to his program. Successful advocacy requires initiative on the part of CTE instructors and involvement on the part of stakeholders. Collaboration fuels advocacy, and advocacy inspires collaboration— the accomplished teacher recognizes this synergy.

Accomplished teachers understand the power of showcasing CTE programs and student organizations to community members, work professionals, and elected officials so that these stakeholders can witness the educational value and economic impact of career and technical education in action—and become involved, or remain involved, in sustaining these vital learning environments. For instance, a family and consumer science teacher who manages a hospitality program might contact the local chamber of commerce to arrange an opportunity for students to cater a legislative open house or charity fundraiser; after observing the students in action, community members might offer the teacher more work proposals or inquire about other ways to support her students and program. Teachers use many ways to present their students' work. Educators may host open houses that feature student projects or sponsor career fairs at which students, parents, and members of the local community can learn about a range of student-led business ventures and find out how to support CTE. Instructors may also write blogs that describe classroom-and community-based activities or use newspaper articles and press releases reporting student service projects and club competitions to reach a larger number of community stakeholders. In all these ways and more, accomplished CTE teachers strive to bring stakeholders into the learning environment so instructors can broaden the audience for their students' work, enrich their experience, and show stakeholders how students in thriving CTE programs learn, grow, become professionals, and contribute to their communities. By demonstrating the wealth of opportunities that CTE programs can offer their students, from the exploration of academic interests to the pursuit of professional success, accomplished teachers illustrate the importance of investing in career and technical education.

CTE programs stop functioning effectively, or cease to exist, if they lack strong support from a diverse network of stakeholders. To prepare their students for postsecondary success, accomplished teachers therefore advocate routinely for

career and technical education. They contribute to the education profession continually, motivated by their desire to improve student learning. Teachers work tirelessly to secure critical resources for their programs and to develop exciting curricula for their learning environments. They support their colleagues through mentorship and recruitment activities while engaging in professional development with them. Knowing that those who work in the trenches daily—classroom teachers—are the ones best positioned to impact their profession, CTE instructors take the initiative and act as leaders while respecting the contributions of others. The professional achievements of accomplished teachers model the benefits of career and technical education for their students: teachers utilize their skills, abilities, and talents to think critically, communicate effectively, collaborate proactively, and solve problems creatively to design new products, envision new opportunities, and meet rewarding goals.

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

<p>ENGLISH AS A NEW LANGUAGE (EMC) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD IX: Professional Leadership and Advocacy</p>	
<p>OVERVIEW: Accomplished teachers of English language learners contribute to the professional learning of their colleagues and the advancement of knowledge in their field in order to advocate for their students.</p>	
<p>Accomplished teachers of English language learners function as leaders of professional teaching and learning communities. They assume responsibilities that extend beyond their classrooms, including school leadership roles as advocates for a welcoming learning environment in which all staff members are responsible for the language growth and academic success of students.</p> <p>Collaborating with Colleagues to Improve Student Learning</p> <p>Accomplished teachers are integral members of a community of teachers and learners in which collaboration allows them to forge connections across disciplines that strengthen students’ achievement. Teachers are committed to continuing the professional development of their peers and contribute to the quality of their peers’ practice by acting as resources for colleagues who strive to become more knowledgeable about meeting the needs of English language learners. Teachers provide leadership and information on ways to facilitate students’ growth in English language learning as well as their academic success. Teachers share research findings about English language learners with colleagues to help other educators identify and activate students’ existing knowledge and to encourage appropriate instructional practices. Accomplished teachers assist content-area teachers in understanding that language barriers can make lessons inaccessible and assessments invalid for English language learners. They might provide advice for adjusting terminology and oral language use or demonstrate how to modify texts, assignments, and assessments to assist students in accessing academic content and learning English. A teacher might help content-area colleagues understand the importance of identifying essential vocabulary that all students must learn. For example, teachers might help a colleague teaching science realize how knowledge of basic terms like increase and decrease can aid an English language learner in successfully conducting an experiment.</p> <p>With the goal of contributing purposefully to professionalism in their schools, accomplished teachers readily take advantage of opportunities to educate colleagues regarding misconceptions about English language learners. Teachers, for instance, raise their colleagues’ awareness of questionable assumptions about what</p>	

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commonly occurs in the home environments of English language learners, where time, space, or materials to complete schoolwork might not be available or where certain assignments, such as independent science projects, might be unfamiliar to anyone in the family.

Assuming the responsibility of professional leadership, accomplished teachers are skilled at working harmoniously and effectively with their colleagues and reap the benefits of such professional collaboration. Teachers initiate informal discussions both in person and electronically; share materials and expertise with their peers; collaborate with colleagues to design, improve, and evaluate academic programs and professional development plans; and recommend ways to involve families in their children's education, such as inviting family members to act as guest speakers or to serve on evaluation and advisory committees. Teachers serve as peer coaches or master teachers, mentoring student teachers, new teachers, and experienced colleagues. Teachers are available to observe their colleagues' teaching, and, in turn, invite colleagues to observe and evaluate their teaching as a means of improving instruction. Teachers might invite others to comment on the quality of feedback provided to students on written work, for example, or examine the strengths and weaknesses of their lesson plans, instructional units, or teaching materials. To enhance instruction, teachers might recommend or develop programs to better serve the diverse needs of students. Teachers might be integral members of peer-coaching groups in which colleagues analyze and critique lessons observed at various times during the year. Teachers understand that taking on professional leadership roles improves their own effectiveness as teachers, expands their knowledge of students, deepens their understanding of how their field relates to others, contributes to the knowledge and skills of other teachers, improves the school's instructional programs, and fosters the success of all students.

Advocating for English Language Learners

Accomplished teachers challenge misconceptions about English language learners, arbitrary requirements, inappropriate curricular and assessment assumptions, cultural misunderstandings, and other factors that may limit their students' achievement. They do so in ways that have a positive impact on their individual students and learning communities. Teachers ensure that valid assessments, placements, and referral procedures occur so that English language learners receive appropriate and equitable services. Teachers know and disseminate information regarding local, state, and federal mandates and accommodations to which students are entitled. They advocate for their students' admission to special programs, such as those for gifted and talented students, and they argue against inappropriate placements in compensatory or remedial programs. Teachers recommend, and, when possible, help establish new programs, courses, and curricula to build on the knowledge, skills, and interests that English language learners bring to school, addressing students' individual needs and fostering their positive self-image. Teachers also advocate for equal access to extracurricular activities and enrichment programs. A teacher, for example, might consult with colleagues about facilitating

the inclusion of English language learners in school events and encourage students to participate in school clubs or activities in which they can share experiences, display their talents, teach others about their cultures, and develop leadership skills.

Accomplished teachers know that lack of knowledge about English language learners and lack of resources in schools can result in insufficient or inequitable access to educational opportunities and related services. Teachers promote the value of multilingualism and multiculturalism and advocate for the effective use of primary languages in instruction. They support programs in which students learn primary languages and English simultaneously, encouraging students to become multilingual and multicultural. Teachers recommend the inclusion of diverse language materials in media centers, clarifying for colleagues the positive impact such resources have on student learning. Teachers advocate for students' access to technology and seek resources from the school and the community to make technological resources available to students. Teachers may train support personnel working with multilingual and multicultural students and their families and collaborate with staff and community members to identify and train interpreters. Teachers advocate for the civil rights of English language learners and know how and when to question convention, tradition, and innovation, thereby supporting practices that help all students succeed and enhancing respect for the distinctive needs and contributions of English language learners.

Accomplished teachers advocate for students and their families to ensure that their voices are heard. Because linguistically and culturally diverse learners and their families are often newcomers to the United States and members of minority groups who lack proficiency in English and familiarity with U.S. schools, teachers engage families in practices that empower them to become advocates for their children.

(See Standard III—Home, School, and Community Connections.)

Preparing for the Future

Accomplished teachers stay abreast of national and international political, social, and natural events which might influence the demographics of their schools and classrooms. They anticipate the impact of these events so they can prepare themselves, their colleagues, and their communities for new and different responsibilities they will need to put in place to meet students' needs. Accomplished teachers know and understand statistical data and research findings related to English language learners and can disseminate this information effectively. Teachers, for instance, can analyze and discuss disaggregated data including, for example, graduation rates, attendance reports, standardized test scores, and grades in content classes; and they understand the implications for their instructional settings.

Accomplished teachers of adolescents prepare students for postsecondary opportunities by providing them with detailed information about college and employment that English language learners and their families might lack. Teachers,

for example, might provide students with specific information regarding college entrance requirements, scholarships, and loans and apprise students of the timelines and procedures involved in completing college and employment applications. Teachers might send materials home with relevant information or communicate directly with families. They might teach students the characteristics of effective personal statements for college admission applications and resumes, instructing students in the writing skills needed, and offering their expertise as editors. They might assess instructional offerings in their schools or communities and advocate for courses of study that support students and their families in achieving college and employment goals. In their efforts to inform students and their families about postsecondary educational opportunities, teachers might collaborate with higher-education faculty to encourage English language learners to contemplate future educational possibilities.

Contributing to the Advancement of the Profession

Accomplished teachers understand that putting themselves in positions of public advocacy signifies a commitment to professional growth that contributes to student learning. Teachers, therefore, regularly contribute to the improvement of teaching English language learners. Some teachers publish journal articles or develop and participate in electronic presentations and discussion groups. To benefit instructional

programs and the field, teachers may acquire grants or initiate professional development activities. Teachers seek opportunities to collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs, action research projects, and in the supervision of student teachers or interns. Teachers serve on regional or district committees to represent the needs of English language learners when decisions are made regarding changes in curriculum and in instructional and assessment materials, as well as changes regarding professional development. They are members of professional organizations where they might make presentations at conferences; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; or participate in efforts to address and solve policy issues. Teachers might appear before educational decisionmakers or serve on task force committees and evaluation teams at local, state, regional, or national levels. They promote educational opportunities for their students by advocating for local, state, and federal funding of programs that advance instructional programs and services for English language learners. Teachers take leadership roles within the profession, sharing their accumulated knowledge and skills and strengthening the practices of all teachers.

Reflection

Accomplished teachers consistently reflect on their own professional leadership and advocacy, examining how their collaboration with colleagues benefits English language learners both inside and outside the classroom and improves the learning

<p>environment in their schools. As advocates for English language learners, teachers analyze what they do to bring about equitable access to educational opportunities and sufficient services for all their students, using their conclusions to guide continued efforts. Teachers think critically about their professional contributions outside their classrooms and schools, and they consider how these activities affect student learning, their practice, and the profession.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English as a New Language Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-ENL.pdf>

ENGLISH LANGUAGE ARTS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i>	NOTES
STANDARD XII: Advocacy	
OVERVIEW: Accomplished English language arts teachers advocate for their students, for the content of English language arts, and for their profession.	
<p>For accomplished English language arts teachers, advocacy is a deliberate, ongoing effort to elicit active, broad-based support for the effective teaching of language arts. Accomplished English language arts teachers engage in advocacy with students, families, the professional community, and the community at large, forming partnerships to foster student achievement. Accomplished teachers advocate for student growth and for literacy as well as for their profession. These teachers also serve as role models for their students, encouraging students to become advocates for themselves. Accomplished teachers are advocates for high-quality educational experiences for all students. Teachers direct their advocacy as appropriate to local, state, and national educational policy makers, skillfully adjusting the style and tone of their efforts with respect to their audience and purpose. Teachers are active and persistent in outreach activities, and they share information without waiting for moments of crisis.</p> <p>Accomplished English language arts teachers know that advocacy is an essential facet of adult responsibility. They use advocacy to build civic participation and a sense of global citizenship among their early adolescent and young adult students. By modeling advocacy, accomplished teachers expand their students’ world and empower students to become agents on their own behalf. Accomplished teachers regularly take time to reflect on their advocacy, and as their knowledge of their profession grows, they modify or increase their efforts.</p> <p>Advocating for Students</p> <p>Accomplished English language arts teachers advocate for their students in many ways. Teachers carefully assess their students’ strengths and weaknesses and then develop plans and goals to meet identified needs. Teachers advocate for the resources required to move students toward established goals, such as furniture to improve the learning environment or field trips to enhance a unit of study. Advocating for students might also include lobbying district administration for innovative curricula and instruction to meet the needs of struggling readers, allocating space and promoting the publication of student work, gaining funding to provide more rigorous coursework for gifted and talented programs, or encouraging colleagues to integrate more innovative uses of technology to teach English and language arts.</p>	

Accomplished English language arts teachers help students understand the range of ways in which they can apply good communication skills to meet needs related to the field of language arts. For example, teachers might encourage students to use the techniques of persuasive speech and writing to advocate for increased access to educational opportunities and age-appropriate materials. Teachers advocate for students to have the opportunity to form groups and then help students voice their opinions within these groups.

Accomplished English language arts teachers view all their students as capable of learning at high levels, regardless of their backgrounds. Teachers are aware of impediments to student learning, such as physical, social, language, economic, academic, and environmental barriers, and they advocate for solutions to these impediments. Accomplished teachers are aware that the physical needs of their students have an enormous impact on the quality of learning. In the case of a student with a physical disability, a teacher might ask the district to supply a duplicate set of textbooks for the student to keep at home to prevent further stress on the student's condition. Advocacy could involve locating resources for a student whose family has encountered financial difficulties; such a student might need clothes, shoes, or toiletries to feel comfortable coming to school. Accomplished teachers inform students about resources within the community and help students access these resources when necessary. Teachers also recognize their responsibility as reporting agents in situations where students must be protected from harm. In such cases, teachers engage in appropriate interventions, often acting as student advocates.

Accomplished English language arts teachers strive to ensure that students have equitable opportunities to engage with materials related to their learning needs; teachers provide age-appropriate printed texts and access to online resources to enhance individual achievement. Accomplished teachers measure student growth and integrate instruction in ways that address the needs of all students. A teacher may have to research literature from various cultural backgrounds, speak with a student's other current or former teachers, or investigate extracurricular programs that can meet the individual needs and interests of students. (See Standard II— Fairness, Equity, and Diversity.)

The goal of accomplished English language arts teachers is to maximize and celebrate the success of all their students and create a learning atmosphere that promotes lifelong learning of English language arts. In order to do so, accomplished teachers may nominate students for programs such as leadership seminars, essay contests, and showcases for student work, including anthologies of student writing. Whenever possible and appropriate, accomplished teachers promote the recognition of student achievement.

Accomplished English language arts teachers seek like-minded individuals to help them co-advocate for their students through both informal and formal means. Teachers work with colleagues to meet the needs of all students, including students with

exceptionalities, students in need of additional academic challenges, English language learners, and students who have been overlooked. Accomplished English language arts teachers serve on student intervention teams or as mentors for specific students. They work with their colleagues to maintain and protect programs and resources that positively impact students, improve conditions, and ultimately advance student learning. Cooperative advocacy may include efforts targeted to the needs of specific students or broad-based initiatives such as school building programs, school scheduling, school budgets, implementation of innovative instruction, and professional development.

Accomplished English language arts teachers advocate to ensure that all students are assessed appropriately. They advocate for assessments that are bias-free and focused on student learning. Accomplished teachers advocate for policies and practices that ensure that the results of classroom and mandated assessments are used to drive instruction, monitor student learning, and inform curricular revision. Accomplished teachers are aware of the confidential nature of individual assessment results, and they guard against the inappropriate use of testing data. (See Standard X—Assessment and Standard II—Fairness, Equity, and Diversity.)

Student Self-Advocacy

Accomplished English language arts teachers model for students how to use the power of language to advocate for themselves. Teachers help students understand that self-advocacy can be as simple as asking the teacher to clarify instruction. A teacher might also write alongside students, demonstrating effective techniques for informing and persuading audiences. Accomplished teachers provide venues in which students can practice using their voices appropriately and effectively when advocating for issues important to their learning and future lives. For example, a teacher might assign students to write letters to the editor or letters to the principal or to participate in a blog on a topic that interests them.

Accomplished teachers show students how to effectively voice their positions to enact change. For example, a teacher might model how a student could speak with an authority figure with a concern or an appeal. Accomplished teachers support students in developing their ability to self-advocate for educational equity and for fair treatment by peers and adults. An accomplished teacher might encourage students to advocate for accurate depictions in the media of their culture, age group, gender, or other groups with which they identify. Accomplished teachers encourage and support students to take on new advocacy roles, including serving on a student council, attending school board and government meetings, and using digital mechanisms for advocacy, such as social media and the Internet. Accomplished teachers help students understand issues of context, risk, and responsibility related to various forms of advocacy. Teachers also introduce students to alternative models of advocates, such as politicians, community activists, journalists, novelists, and musicians. Ideally, accomplished teachers' efforts for advocacy should encourage lifelong advocacy in their students. (See Standard XI—Collaboration.)

Advocating for English Language Arts

Accomplished English language arts teachers advocate for English language arts because they realize the essential role that this discipline plays in the lives of their students, in the classrooms of other teachers, and in the world at large. Accomplished teachers promote the study of language arts in all its forms. Because sophisticated communication skills are vital for participating in a global society, teachers advocate for rich, rigorous, and relevant language arts subject matter.

Accomplished English language arts teachers help students find new and rewarding ways to interact with the content. For example, teachers might help students find opportunities outside the classroom in which they can develop as readers, writers, listeners, speakers, and viewers. Teachers might encourage students to write for the school newspaper and the yearbook or to engage in poetry festivals and slams, digital storytelling festivals, drama, and debate.

When possible, accomplished English language arts teachers advocate for texts and forms of literacy that represent diverse subjects and cultures and that are produced by a broad array of individuals. Teachers may advocate for a specific curriculum or piece of literature in a department meeting, present innovative work at national conferences, or broadcast work through online sites. (See Standard II— Fairness, Equity, and Diversity.)

Accomplished English language arts teachers work to foster interdisciplinary learning. They expose their students to informational texts in the sciences and social studies in order to teach the skills essential to reading in different content areas and to expand overall reading comprehension ability. English language arts teachers also work with colleagues in other content areas to help students use reading, writing, producing, speaking, listening, and viewing to improve cross-curricular learning. Accomplished English language arts teachers might participate in other subject area meetings to advocate for the use of language arts skills in their curricula. For example, an accomplished teacher might explain how persuasive writing can provide a vehicle for engaging in deep thinking about scientific concepts: as students strive to support scientific hypotheses, they apply skills such as argumentation and exposition that they have acquired in English language arts. In math, students might analyze their dream houses, comparing their plans with budget estimates to better understand practical applications of the concept of area. In making written and oral comparisons between plans and budgets, students apply thinking, speaking, and viewing skills acquired in English language arts. (See Standard XI— Collaboration.)

Accomplished English language arts teachers advocate for the resources necessary to support their curriculum. They do so by serving on budget committees, seeking out grants, serving on textbook adoption committees, participating in curriculum development committees, and forming partnerships with the business community. Because they are aware of guidelines and issues related to freedom of speech and the

appropriateness of materials for particular audiences, accomplished teachers may engage in advocacy related to censorship. They may serve on media committees or other committees that develop policies and procedures related to the removal of texts or the limiting of student access to various media. Not only are accomplished teachers aware of obvious censorship, but they are also conscious of more covert forms of censorship, such as search-engine filters that prevent access to broad categories of websites.

Accomplished English language arts teachers advocate for the content of their profession by modeling communications skills with students, parents, colleagues, and the community. They might serve as speakers for outside groups, explain English language arts content to the public, establish community book-discussion groups, or use electronic media for social outreach. Accomplished teachers build understanding of language arts and respect for the importance of language arts skills in many arenas.

Advocating for the Profession

Accomplished English language arts teachers advocate for their profession. In this area, as in all aspects of their advocacy work, their ultimate goal is to benefit their students. In the process of advocating for the profession, accomplished teachers create networks that improve practice, thereby improving student access to educational resources and learning. Accomplished English language arts teachers demonstrate a willingness to serve in leadership roles in professional organizations, such as the National Council of Teachers of English, Learning Forward, the International Reading Association, the Association for Supervision and Curriculum Development, and other local, state, and national organizations. Accomplished teachers seek support for their profession from various stakeholders, such as the business community, policy makers, and community leaders at the local, state, and federal levels. When possible, accomplished teachers take more ownership of policy development related to education by serving on committees involved with this type of work, such as Department of Education Task Forces, the Chamber of Commerce, advisory councils, and state standards committees.

Accomplished English language arts teachers use the power of language to advance their profession. For example, they might work with other professionals on instructional policy, curriculum development, and staff development. Teachers might meet with legislators and policy makers, write for professional journals, contribute articles for publication in the local paper, maintain websites, produce educational materials, sponsor and participate in book discussions or poetry groups (online or in person), or use electronic media in other ways to advance the profession. Accomplished teachers advocate for the responsible use of electronic media for the expression of ideas and opinions impacting the profession.

When possible and appropriate, accomplished English language arts teachers advocate for conditions that will optimize teaching and learning throughout the profession. Accomplished teachers seek support for teachers to engage in professional

experiences, such as attending and presenting at professional development forums and national conferences and participating on state, national, and international advisory boards. Accomplished teachers advance the profession through professional writing, including articles for professional journals, books, and research monographs, and they respond to competitive grant proposal requests to solicit funding for programs that support instruction. Accomplished teachers advocate for evidence-based practices to impact student learning.

Accomplished English language arts teachers work to ensure the future of their profession. When possible, accomplished English language arts teachers recruit teacher candidates and assist them as they seek entry into the profession. Accomplished teachers also work to retain members of the profession through such activities as initiating contact with new teachers and mentoring and supporting colleagues. Accomplished teachers might seek opportunities to collaborate with colleagues in institutions of higher learning. An accomplished teacher might advocate for rigorous standards for preservice teachers or serve on an advisory panel in a school of education. Accomplished teachers may also advocate for their profession by serving as advisors for career-oriented student extracurricular activities.

Accomplished English language arts teachers advocate for recognition for outstanding teachers. They use their own practice, their work with colleagues, and their knowledge of current research to identify what accomplished teaching in the language arts looks like, and they also solicit student and parent input into the official recognition process. Accomplished teachers seek new roles for teachers as they shape the future of the profession and the schools in which they work. Accomplished teachers advocate for and participate in multiple paths to teaching excellence, including, but not limited to, advanced certification, graduate studies, independent research, and professional learning activities. Teachers advocate for a variety of high-quality professional learning opportunities to ensure that students will be guided by accomplished teachers.

Reflection

Accomplished English language arts teachers reflect on their effectiveness in advocacy. They monitor themselves to ensure that they are being true to their own convictions and serving the needs of their students. Teachers recognize that their skill in using English language arts affords a particular vantage point when it comes to advocacy. They understand ways in which their advocacy advances the profession, and they also recognize the ways in which complacency can hinder professional growth. Accomplished teachers make sure that their students are provided with the best opportunities for learning and that students learn to advocate for themselves. Accomplished teachers use reflection to ensure that when they engage in advocacy, they remain aware of the value of other viewpoints.

Accomplished English language arts teachers reflect on the effectiveness of their advocacy. They might consider the content of a given appeal, such as whether they used appropriate evidence and whether their proposed solutions addressed the

<p>pertinent problem. Teachers might also evaluate issues related to their approach, such as their timing, whether they contacted the right persons, and whether their appeal was presented with the proper tone.</p> <p>Accomplished English language arts teachers also reflect on their students’ willingness and ability to advocate for themselves. For example, a teacher might notice that a student who has never before asked questions has recently started to stay after school to seek assistance. The teacher would then help the student become aware that this action is a form of self-advocacy and would encourage the student to continue to self-advocate in other forums. In another situation, a student might interrupt a classroom discussion to request a grade change. An accomplished teacher would most likely take the time to explain why this behavior is counterproductive and why making the request at a more appropriate time would be more effective form of self-advocacy.</p> <p>Accomplished English language arts teachers critically examine their advocacy practices on a continual basis to build their knowledge and application of advocacy. Teachers might engage with their students to understand ways in which they can engender self-advocacy in their students. They might consult colleagues to learn from others’ experiences. Teachers might reflect on how they advocate in education, business, and legal circles to learn more about advocacy and its practice in various contexts. Ideally, teacher reflection about advocacy advances student learning. As teachers gain more professional knowledge, they continue to hone their skills and gain an increased appreciation of the importance of advocacy for their students and their profession.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the English Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-ELA.pdf>

<p>EXCEPTIONAL NEEDS SPECIALIST (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD XI: Contributing to the Profession and to Education through Collaboration</p>	
<p>OVERVIEW: Accomplished teachers provide leadership through collaboration to improve teaching and learning for students with exceptional needs and to advance knowledge, policy, and practice.</p>	
<p>Accomplished teachers of students with exceptional needs regard collaboration as a distinguishing characteristic of their profession. Teachers know that collaboration is integral to almost every aspect of accomplished practice. It is the means through which professionals, families, and community members problem solve with shared responsibility and accountability for meeting the complex needs of students with exceptionalities. Collaboration affirms the teacher’s knowledge that an interdependent process based on mutuality and effective interactions among professionals leads to improved outcomes for students. At the heart of such effective collaboration is accomplished teachers’ dedication to working with all service providers to benefit students and ensure their full participation and progress in all learning environments. Collaboration, both as a way of thinking and as a set of practices for accomplished teachers, is the significant theme that appears throughout this document and unites all the standards that describe outstanding teaching in the field.</p> <p>Collaboration for accomplished teachers may include providing leadership on a variety of school teams. For example, in co-teaching or facilitative support models, teachers play active and flexible roles to ensure that school environments support the needs of all students. They also collaborate with school administrators and colleagues on site-based teams to build capacity for services within the school and from community-based agencies, to introduce effective interventions for improving school-wide practices, and to evaluate the quality of programs and services. Teachers initiate and facilitate collaborative practices on the teams responsible for identifying, planning for, and reviewing the progress of students with exceptional needs.</p> <p>Accomplished teachers focus their collaborative relationships on ensuring student access to general education and to standards-based education and assessment. A teacher of students with exceptional needs, for instance, might work with general education teachers and a range of professionals to align the standards-based curriculum with the goals of students’ individualized education programs. For example, a teacher may collaborate with a general education teacher and a student</p>	

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to develop individualized written communication goals aligned with state standards for writing. A teacher may partner with colleagues in curriculum design and delivery, in delivery of instruction and in assessment of student learning. Accomplished teachers also provide collaborative leadership in the challenging tasks of aligning services across systems.

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

Accomplished teachers may collaborate in a variety of purposeful ways to influence school culture. For example, they might design and deliver professional development opportunities for general educators to further the philosophy of shared responsibility and to provide tools to help students be accepted, respected, and valued members of the learning community. Teachers may mentor student teachers or others new to the profession. Accomplished teachers recognize that collaboration is a process of mutuality, and they readily seek the expertise others have and acknowledge and address others' concerns. Understanding that disagreements are inevitable in professional interactions, teachers view such conflicts as opportunities to find creative solutions and to grow professionally.

In training and managing the work of paraprofessionals, accomplished teachers view their cooperation with administrators as important to meeting the needs of students with exceptionalities. Because teachers frequently rely on paraprofessionals to implement instructional plans, teachers ensure that these staff members receive frequent and intense professional development opportunities that prepare them for their particular instructional roles. A teacher with a student who displays severe behavioral challenges, for example, would arrange for training in social interaction, behavior modification, and behavior management skills so that the paraprofessional can address the student's specific needs. By making certain that the paraprofessional knows how to perform effectively, the teacher ensures the safety of the student and staff member.

As schools have evolved into teaching and learning communities, expectations have risen for how accomplished teachers collaborate with others. Collaborative practices have become a centerpiece of education laws and related disability laws. These laws define the specific educational services and supports that must be provided to eligible students and require teachers to collaborate with each other, with other professionals and providers, and with families in the provision of services to meet individual student needs.

Teachers Participate in the Profession

Accomplished teachers employ collaborative approaches to recognize and act on their professional responsibility to remain current with new knowledge in the broad arena of teaching and learning. Teachers therefore involve themselves in a variety of activities, such as leading a learning community or book study, working with colleagues to build a professional library, contributing as members to professional organizations, participating in or leading electronic collaborations, attending and making presentations at conferences, and actively participating in courses and other educational endeavors. They might also affiliate with university professionals, coteach with faculty, serve on advisory boards in teacher preparation, and facilitate university-school partnerships. (See Standard XII—Reflective Practice.)

Teachers Contribute to the Advancement of Education Policy and the Profession

Through collaboration, accomplished teachers advocate for people with exceptional needs and help develop local, state, and national policies related to issues, such as equity, accessibility, student assessment, and teacher quality and retention. Reaching these goals includes working closely with colleagues, parents, and professional organizations. For example, teachers may actively collaborate with administrators, policy makers, and higher education faculty to recruit local teachers, paraprofessionals, and specialists to fill shortages critical to the education of students with exceptional needs within the region. They may provide testimony to legislative bodies at the local, state, or national levels and write letters to elected representatives to advance the educational interests of students with exceptional needs and their families.

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

GENERALIST (EC) <i>Early Childhood</i>	NOTES
STANDARD X: Exemplifying Professionalism and Contributing to the Profession	
OVERVIEW: Accomplished early childhood teachers are leaders, collaborators, and advocates in improving early childhood programs, practices, and policies.	
<p>Accomplished early childhood generalists are experts in their field, and they are both leaders and collaborators in their professional community. They are aware of issues and best practices in programs for young children and their families, and they stay current in their field. Accomplished teachers know the importance of maintaining their own physical and mental well-being in order to establish a healthy and balanced professional and personal life. They manage their commitments in ways that enhance their primary commitment to children, and they inspire those around them by their commitment to early childhood education.</p> <p>Demonstrating Professional Responsibility and Ethical Conduct</p> <p>Accomplished early childhood teachers are proactive professionals who conduct themselves in responsible and ethical ways both inside and beyond the classroom. They perform their duties effectively and efficiently with honesty, integrity, and fairness. Through each step of planning, implementation, and assessment, teachers support appropriate educational policies while modeling best practices in early childhood education. When injustices, inequalities, or acts of marginalization occur in the early childhood program or elsewhere in the educational community, accomplished teachers promote new policies or social norms that minimize bias and harm to individuals or groups. Accomplished teachers make informed decisions when advocating for curricular, policy, and program change. They are committed to children, families, and colleagues and uphold professional early childhood codes of ethics in their school, community, and profession.</p> <p>Collaborating with Other Professionals</p> <p>Accomplished early childhood teachers know that effective service to young children depends on successful collaboration with colleagues and other professionals in the field of education. They work with colleagues, encouraging them to reflect on teaching in ways that ensure high-quality outcomes for children’s learning. Teachers develop dispositions for collaboration, and they use effective communication and interpersonal skills. They articulate the rationale behind their practices to</p>	

administrators and other stakeholders, and when necessary, they challenge the status quo in constructive ways.

Accomplished early childhood teachers work with colleagues to construct curricula, plan and implement instruction, and design and evaluate assessments. They successfully coordinate the efforts of paraprofessionals and other adults who fall under their supervision, distributing tasks in ways that capitalize on the strengths of collaborators. They contribute to assessment teams and participate in other processes that involve multiple professionals. Accomplished teachers advocate for a seamless transition process as children move through various early childhood programs, from less formal to more formal school settings. They also empower colleagues for the betterment of early childhood programs, for example, by encouraging paraprofessionals or teachers without licensure to pursue credentials or degrees.

Accomplished early childhood teachers are skilled at celebrating successes as well as reconciling conflicts and addressing ethical dilemmas with colleagues and administrators. They initiate communication with colleagues in ways that are welcoming and empowering, and they know how to give and receive support, advice, and criticism. Teachers seek ways to resolve professional conflicts in such a way as to ensure that children, families, and colleagues are not adversely affected by them. Drawing on a professional knowledge base and ethical standards for practice, teachers are able to effectively challenge those whose behavior is detrimental to themselves, children, colleagues, or other adults. When faced with educationally inappropriate mandates or reforms, accomplished teachers use their professional knowledge and standards for ethical practice to articulate their concerns to administrators and school boards, and to devise creative responses and solutions that safeguard the interests of children, families, and communities.

Demonstrating Leadership

Accomplished early childhood teachers are visible and valued members of learning communities at the local, state, and national levels. They lead by example, take initiative, and inspire others through their words, efforts, and accomplishments. They use their knowledge of young children and the community and their understanding of early childhood education and research to advocate for the importance of early childhood education and their profession.

Accomplished early childhood teachers work collaboratively with peers to fashion creative approaches to education, sharing knowledge of how young children learn and develop, knowledge of specific children and the local community, and understanding of educational theories and research. Teachers have vision and lead both through ideas and actions to make schools places that are fair and equitable, serving the needs of diverse learners. Teachers shape the attitudes of colleagues by sharing ideas, approaches and strategies, readings, and Web sites. They work with policy makers and community leaders to craft common visions of ways in which the

early childhood program, the school, and surrounding neighborhoods can be improved for the benefit of young children. Accomplished teachers are informed by local, national, and global perspectives on educational trends and issues, and they are skilled at conveying their messages and priorities regarding teaching and education to diverse audiences.

Accomplished early childhood teachers are aware of the full range of educational policies and issues that impact children. They understand the policy structure in their state, which may include licensing standards for childcare centers, the Head Start performance standards and monitoring system, major federal education programs such as Title I, and legislation governing services to young children with exceptionalities. Furthermore, accomplished teachers are actively engaged in advocating for and helping to formulate new policies that reflect best practices.

Accomplished teachers know the strengths and weaknesses of their local early childhood education systems and the degree of coordination among programs, schools, and districts. They know where additional work is needed in order to benefit young learners, and they are catalysts for setting high expectations for children, teachers, families, and staff. They advocate for and contribute to both formal and informal professional development for colleagues and support staff. They also contribute to the profession by mentoring novice teachers and by regularly participating in dialogue with colleagues. Accomplished teachers engage productively with administrators and policy makers in decision-making processes.

Contributing to the Field of Early Childhood Education

Accomplished early childhood teachers contribute to the educational community in multiple ways and at different levels. They take leadership roles in professional organizations, and they make presentations at local, state, and national conferences. They network with other teachers and university faculty through activities such as web-based discussions to foster collective thinking about children, curricula, and pedagogies, and they collaborate on projects with researchers. Teachers may write for professional journals on thoughtful but realistic responses to common early childhood dilemmas or submit articles to local newsletters describing ways to enhance children's opportunities to write on meaningful topics. They collaborate with higher education faculty in designing, evaluating, and implementing effective teacher education programs. Accomplished teachers also disseminate information based on their educational expertise to the general public and policy makers, and they advocate high-quality early childhood education for every child.

Accomplished early childhood teachers influence both the current and next generation of early childhood teachers. They help new teachers engage young children in subject matter areas in ways that uphold the integrity of what is being learned. Teachers model careful use of mathematical language, qualifying what they say about instances that arise, like subtracting 5 from 3, so that children do not over

<p>generalize and, later, experience difficulty thinking that it is not possible to subtract larger numbers from smaller numbers. Accomplished teachers also explain the complexities of practice that are difficult to perceive, such as the decisions that underlie strategies for supporting individual children while simultaneously attending to the whole group. In a larger sense, they model the accomplishment, responsibility, integrity, and ethical conduct central to being a professional in this field. Accomplished early childhood teachers inspire colleagues to pursue teacher leadership opportunities and advanced degrees, thereby promoting transformation of this field in ways that enhance young children's development and 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 Childhood Generalist Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EC-GEN.pdf>

<p>GENERALIST (MC) <i>Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD VII: Professionalism, Leadership, and Advocacy STANDARD VIII: Responsiveness to Change</p>	
<p>OVERVIEW: Accomplished teachers are leaders who advocate for the teaching profession and student learning. (Standard VII)</p> <p>Accomplished teachers are cognizant of the changes that occur in society and in education. They thoughtfully and proactively analyze and respond to change as it affects their students and their profession. (Standard VIII)</p>	
<p>Standard VII: Professionalism, Leadership, and Advocacy Introduction</p> <p>Accomplished middle childhood generalists possess a positive outlook; a strong work ethic; and a willingness to change, learn, and grow. They lead by example, understanding that continued reflection and perseverance represents an integral component of professional teaching behavior. Their advocacy for students and the profession is evident from their leadership within the classroom and throughout larger communities.</p> <p>Accomplished teachers are critical and creative thinkers with the discipline to put ideas into practice. They stay current, read journals, attend professional presentations, and integrate life experiences in classroom learning. These teachers may write articles or review manuscripts for journals, present at conferences, network professionally, write grants for innovative ways to facilitate students’ learning, lead grade-level or curriculum meetings, or hold offices in professional organizations while actively participating in the improvement of teaching and learning.</p> <p>Accomplished teachers accept responsibility for improving their practice and the teaching profession on a continual basis. They are open to considering new and creative ideas related to their profession and reflect on these ideas, refining their practice as needed. They share content and pedagogical knowledge with their peers. Accomplished teachers care deeply about their students, their colleagues, and their profession.</p> <p>Demonstrating Professional Responsibility</p> <p>Accomplished teachers are leaders in their profession and community and see themselves as positive forces for meaningful change. They engage with, and invite</p>	

critique from, the broader educational community, working with educators from colleges, universities, and other institutions or agencies. To advance their profession, these teachers may pilot programs, pursue their own research initiatives, conduct action research projects, teach postsecondary courses, or mentor student teachers and interns to promote best practices. They serve as peer coaches to student teachers, new teachers, or experienced colleagues, and seek opportunities to receive similar feedback on their own teaching. They may work with virtual coaches to improve their practice or extend their content knowledge. These teachers collaborate with colleagues to design, improve, or evaluate staff development plans and practices. To improve school policies, organization, or procedures, they may work on projects with other educators or community members; they may also search for, or even create, opportunities to serve on local, regional, or national committees. Middle childhood generalists encourage and promote a variety of learning initiatives to improve instruction and influence school reform in their communities and beyond.

Accomplished teachers solve problems in a creative and proactive manner. When resources to develop and maintain initiatives are unavailable, they look for alternative paths to acquire materials and financial support through grant-writing or other sponsorship opportunities. They understand that conflict and debate frequently represent necessary components of instructional and institutional improvement. Undaunted, they engage in these processes in a positive manner, conducting themselves professionally while putting students' needs at the forefront. Whether they are working alone or in groups, accomplished teachers may promote change in innovative or divergent ways, thinking outside traditional boundaries to achieve the best possible results for their students and colleagues.

Accomplished teachers are reflective practitioners who demonstrate integrity and strive for excellence. They know their practice and possess the skills and abilities to demonstrate their expertise, seeing themselves as members of larger learning communities with responsibilities that extend beyond their classrooms. Because they are actively involved in their professional culture, they are committed to the continued growth and development of their schools, colleagues, and profession, as well as themselves. Their use of appropriate technology in teaching and learning expands their professional knowledge and outreach to education professionals, parents, and other stakeholders as they endeavor to improve the educational experiences of all students. For example, when accomplished teachers become aware of innovative practices in their schools or districts, they may seek professional development experiences, virtual or face-to-face, to understand better the complexity of these practices as well as the current and potential connections the practices may hold for their schools and communities. These teachers skillfully collaborate and coordinate their activities with those of other faculty members such as counselors, library media specialists, and resource teachers to ensure that all students' needs are met. When encountering abused or neglected children, they seek the help of their colleagues and the community to act constructively to protect their students. Accomplished teachers seek out other educators to understand and improve the scope and sequence of instruction so that middle childhood students experience a successful transition to the early

adolescent level. In so doing, these teachers help ensure their students' greatest possible chance for success.

Advocating for the Teaching Profession

For accomplished teachers, advocacy entails raising awareness of the importance of education as well as improving the teaching and learning resources and opportunities for students in their classroom, their school, and beyond. By reading professional journals, networking with teaching colleagues, and becoming members of professional organizations, teachers stay informed of policy initiatives that impact their profession. This knowledge includes an awareness of proposed changes at the school, district, state, regional, and federal levels. Teachers are aware of important contacts within their school systems as well as political contacts locally, regionally, and nationally; they use these contacts, when appropriate, to improve teaching and learning.

Accomplished teachers highlight issues articulately and take action accordingly, changing ideas into reality through inclusive engagement that proposes solutions. For example, they might offer forums in which students, parents, community members, teachers, and administrators use creative problem solving and discourse to address current school or community issues. The advocacy of accomplished teachers is respected because of their knowledge of the field, as well as current and proposed initiatives related to their work. They recognize the importance of their role as advocates for children, learning, curricula, and their profession. They know that when they take action, their voices can lead to the development of practices and policies that benefit other teachers, students, and society. They actively influence professional norms in their schools, encouraging an attitude of exploration, innovation, and collaboration with their colleagues.

Standard VIII: Responsiveness to Change Introduction

In a dynamic world, the survival and success of individuals depends on their ability to monitor changes and adjust their responses strategically. Accomplished middle childhood generalists respond to this challenge by adapting their teaching practices to meet changes in content and curricula, technological innovations, school environments, and educational policies, as well as in students and communities. These teachers understand that change takes place on a continual basis, and they address change proactively and responsibly. Teachers do so not only to fulfill professional goals and obligations, but also to meet the imperative of creating successful, adaptive life-long learners. Accomplished teachers model positive dispositions as they anticipate, accept, and address change.

Content and Curricula

Accomplished teachers understand that content and curricula are continually evolving, and they incorporate changes into their planning and instruction appropriately. For

instance, changes in mathematics curricula during middle childhood have resulted in the introduction of rational number and algebra concepts formerly introduced during early adolescence. Teachers modify their instructional strategies to meet the current needs of their students as well, aware that students' interests and perceptiveness, technology use, and cultural environments are ever-changing. These teachers study prevailing theories, emerging practices, and current research findings, selecting ideas and techniques that could improve their practice before implementing these resources through action plans, professional development, and research projects. By so doing, they explore topics in which they may have previously had limited expertise. (See Standard IV—Knowledge of Content and Curriculum.)

Accomplished teachers recognize that as content and curricula change, so must assessment strategies. They know that the primary purpose of formative and summative assessments is to measure students' knowledge of content and inform pedagogy. They use a variety of assessments because they know that learning must be supported using varied content and pedagogical approaches. Teachers provide multiple avenues and opportunities for students to demonstrate their knowledge, understanding that students' performances can be influenced by a number of factors, such as testing environment or assessment format. Teachers are willing to create and incorporate new methods of assessment in their repertoires to maintain a valid and reliable correlation between content and assessment. (See Standard V— Instructional Decision Making.)

Technology

Accomplished teachers recognize that the increasing availability of digital information and the steady shift toward a global society have increased the pace at which information and knowledge are transmitted and received. Teachers utilize online learning environments as a resource for enhancing their professional development. They strive to advance their technological skills as they remain attuned to the use of technology by their students, the profession, and the surrounding world. Teachers might employ technology, for example, to support student investigation of renewable resources by having students study how people protect the environment in other states or countries; in this instance, Web-based meetings might create opportunities for students to collaborate with their peers in other parts of the state, country, or world. Teachers view technological skills as an asset to enhance learning and a means of connecting with students and others using real-world applications and experiences.

Accomplished teachers show students how to use technology critically and effectively because their interaction with it influences how they process information and communicate with others. Voice, demeanor, and their relationship to other individuals change based on the means and modes of communication that students employ. Teachers might have students engage in different interpersonal exchanges so they become as adept communicating face-to-face as they are through cyber space. Each setting offers students a form of immediacy they need to negotiate, be it the rapid relay

of information during text messaging or the changing expression of body language during personal conversations.

Accomplished teachers address the responsibilities as well as the advantages of technological literacy by discussing the ramifications of sharing and exchanging information digitally. They consistently advocate safe and ethical ways of using technological resources. Throughout instruction, teachers remain sensitive to their students' varying levels of technological proficiency, understanding that their experiences and opportunities to engage with technology may differ. Teachers take these differences into consideration when planning lessons that involve the use of existing or emerging digital tools. They may vary the technologies they employ during different activities. For example, to share school news, students might create a digital newsletter, deliver the news over an electronic broadcast, or create videos to document school and community events. The method used would reflect students' needs as well as school resources.

Accomplished teachers act as positive role models for their students and for their colleagues by sharing their knowledge of emerging technologies. They know that the effective use of tools such as interactive white boards, student response systems, document cameras, and personal electronic devices has the potential to engage students and augment instruction. Similarly, they understand that assistive technologies such as voice recognition software and sound amplification systems can be used to adapt materials and activities to meet the needs of individual students. Accomplished teachers learn from, and teach their colleagues about, the ways that these technologies can help differentiate instruction and maximize student learning.

School Environments

Accomplished teachers adapt to changes throughout the school environment. They adjust to alterations in school personnel, organization, and policies to provide continuity to the educational services offered in the classroom. These modifications may include changes in procedures, funding levels, curriculum, teaching and assessment tools, data collection, the student population, and the physical environment. Teachers recognize that they must sometimes work with personnel who possess different attitudes and perspectives to reach a common goal, as when an accomplished teacher meets with a vertical team to ensure cross-grade alignment of curricula. In these situations, as in all others, teachers remain positive and productive.

Accomplished teachers are aware that maintaining an inclusive classroom poses a particularly critical challenge. Within their classrooms, they have increasing responsibility for addressing the multiple, varied needs of all students.

Accomplished teachers realize that they may not have all the needed strategies and solutions immediately available. They not only use their repertoire of knowledge and skills to advocate for all students and solve problems within their classrooms, but also

work with colleagues to access various resources and to brainstorm possible solutions. (See Standard VI—Partnership and Outreach.)

Educational Policy

Accomplished teachers carefully review prevailing research on all aspects of their practice, remaining knowledgeable about the political contexts surrounding current policy debates in the disciplines and the profession. They develop an informed perspective on these issues, and they articulate their positions while keeping the best interests of students and the profession in mind. As new policies emerge, teachers advocate for policies that support educational excellence, and they think critically about the impact that these policies have on their classrooms.

Accomplished teachers use various informational sources to remain informed and aware of current issues related to local, state, and federal educational policies and laws. They seek avenues to voice their perspectives and help promote meaningful change. Teachers may join professional organizations and participate in education-specific social networking groups. They may also become actively involved in school, district, state, or national educational committees. These activities empower teachers by asking them to engage in critical thinking and to become leaders who can help influence policies that advance the profession and students' learning. (See Standard VII—Professionalism, Leadership, and Advocacy.)

Students and Communities

Accomplished teachers recognize that change arises in many facets of their lives as well as in those of their students. They are cognizant of relationships and events outside their schools that can affect students' social, physical, emotional, and intellectual well-being, all of which ultimately affect their ability to learn. Because teachers are also aware that students' interests and activities change over time, they incorporate contemporary culture within their lesson plans as appropriate to keep students motivated and engaged. They understand that in an increasingly pluralistic society, their students represent a wide variety of cultures and socioeconomic groups, with different languages, traditions, and beliefs. Teachers embrace the diversity of student perspectives when planning and implementing instruction and when interacting with students.

In the classroom, accomplished teachers attune themselves to the subtle changes in students' interests, behaviors, and preferences. They understand that these changes could indicate either a critical developmental breakthrough or a significant problem requiring action. If a sudden change in behavior occurs, teachers investigate the situation by engaging students in conversation or seeking additional information from other individuals. Teachers react sensitively while demonstrating positive attitudes toward change and modeling the qualities of empathy, perseverance, flexibility, and

<p>creative problem solving. When responding to change, middle childhood generalists address student needs by adjusting their strategies, curricular materials, and assessments as needed.</p> <p>Students represent an increasing array of cultures and family structures; therefore, accomplished teachers make purposeful choices when interacting with their students' families. They adapt their modes of communication based on the message and the family, carefully taking the characteristics of each family into consideration, from their structure to their practices and beliefs. A teacher may choose to communicate information to families in various ways. A newsletter in a child's home language may be effective for some families, while the use of technology or face-to-face interaction may be more effective for others. For some families, it may be more suitable to call parents or visit the home, whereas other families may value privacy and prefer a formal letter. Knowing students and their families allows teachers to make informed judgments based on what is most appropriate.</p> <p>Accomplished teachers realize that change may not always be desirable or address all students' needs, but they strive to create productive solutions within the professional parameters of a middle childhood generalist. The awareness that change can bring benefits and burdens helps them respond practically and thoughtfully. Teachers know that they can be advocates for their students and, in turn, serve as catalysts for positive change. They also recognize the significance of balance and renewal when responding to the changing demands of the profession. This sense of renewal allows accomplished teachers to share their curiosity, enthusiasm, and passion for learning with their colleagues and students.</p>	
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<p>HEALTH EDUCATION (EAYA) <i>Early Adolescence through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IX: Partnerships with Colleagues, Families, and Community STANDARD X:</p>	
<p>OVERVIEW: Accomplished health education teachers work collaboratively with colleagues, families, and the community to enhance the overall health and learning of their students. They recognize that their responsibility to reinforce consistent, positive health messages extends beyond their own classrooms. (Standard IX)</p> <p>Accomplished health education teachers promote the importance of health education and encourage others to do the same. (Standard X)</p>	
<p>Standard IX: Partnerships with Colleagues, Families, and Community</p> <p>Health education teachers know that healthy students will be better learners and the health of students must be reinforced and supported by the school and the community. Accomplished teachers are advocates for their instructional programs beyond the confines of their classrooms, actively seeking and participating in opportunities to promote enthusiasm among their professional colleagues, with families, and within communities for the acquisition and maintenance of healthy lifestyles.</p> <p>Collaboration with Colleagues</p> <p>Health educators aggressively employ their knowledge of school culture to seek opportunities to emphasize the value of health education in the context of the school’s academic pursuits. Because healthy children generally are effective learners, teachers affirm that health literacy is a schoolwide concern and that health education should hold a prominent position in the core curriculum. To communicate the value of their field, they design and participate in activities that focus attention on the goals and accomplishments of health education. For example, the health education teacher could make a presentation to colleagues about the relationship of students’ eating habits and nutrition to their learning, with the purpose of working collaboratively to effect positive changes in students’ nutritional behaviors. As advocates for health education, teachers engender support for their instructional programs both as core courses and as key elements of an integrated curriculum.</p> <p>Accomplished teachers of health education honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. At the same time, they purposefully seek opportunities to integrate health education into all of the</p>	

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school's academic pursuits, clarifying for colleagues the significance of a coordinated school health program. They collaborate in planning and instruction with other teachers across curricular areas to make connections for health education, and they are a knowledgeable resource. Health educators take advantage of such opportunities as Buckle Up America! Week, American Diabetes Alert, Substance Abuse Month, Kick Ash Day, Depression Awareness Month, World AIDS Day, and other designated observances to incorporate health education information into the other academic areas. Teachers convey to colleagues that the health education curriculum enriches and supports the teaching of other disciplines. Health education provides students with opportunities to discuss, read about, and write about topics of high interest and to employ such processes as calculating, weighing, measuring, charting, and graphing. Accomplished health educators promote the integration of health information into other subjects by coordinating instruction with the total school curriculum and willingly integrating other subject matter into health education; such a collaborative approach sets up a positive environment for academic sharing and exchange. (See Standard V—Instructional Approaches.)

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

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

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

Partnerships with Families

Accomplished health educators understand that active, involved, and informed families create a network that supports vital, effective health education programs. They value and respect the role of families as students' first teachers and as supporters of students' growth and development. Teachers enlist the aid of families as partners in the health education of their children, using a variety of communications and family-involvement activities, such as wellness fairs, open houses, parent nights, newsletters, demonstrations, presentations at PTA meetings, telephone calls, individual progress reports, Web sites, e-mail, and the organization of wellness clubs. In a public relations capacity as proactive spokespeople for the benefits of healthy lifestyles, accomplished health educators encourage active family participation in fostering health literacy and give parents opportunities to help determine future directions for improved instruction.

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

Connections to the Community

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

An important responsibility of teachers is to help the community at large to understand the role and characteristics of quality health education. Consequently, health educators reach out to the broader community, working to help the

community

become involved in the health education program of the school and to ensure that the school health education program represents the needs, interests, and ideas of the community. A teacher working with a local hospital or clinic might sponsor a student-led wellness program open to the community that offers health screening or focuses on issues such as poor nutrition, hypertension, or teen pregnancy. Teachers know how to collaborate with entities like school boards, city councils, local health departments, and other local, state, and national voluntary health agencies and organizations that can be partners in furthering the health literacy and wellness of the community. Further, teachers are familiar with such resources as the Centers for Disease Control and Prevention (CDC) and the National Health Information Center (NHIC) of the U.S. Office of Disease Prevention and Health Promotion (ODPHP). Teachers familiarize students with community resources to which they might turn for help with health-related issues, and they assist students in evaluating the reliability of such resources. (See Standard X—Advocacy for the Profession.)

Standard X: Advocacy for the Profession

Accomplished teachers of health education consistently and conscientiously advocate for policies, programs, and positions that are intended to enhance personal, family, and community health. They actively create, implement, seek, and participate in opportunities to promote health education. They advocate for school policies and monitor local issues beneficial to health concerns, and they collaborate to develop linkages within the school and community that spark interest in healthy behaviors. Because early study contributes in measurable ways to the later application of health knowledge and skills, teachers help students and their parents, as well as professional colleagues and the community at large, appreciate both the immediate and long-term applications of health learning. They advocate for school policies to create a climate that promotes health and affirms that health skills cross all disciplines and all areas of life. In adopting a health-enhancing stance, health educators are themselves role models who exemplify in positive ways that health education is a source of gratification and well-being—an endeavor that is intrinsically rewarding. (See Standard XI—Reflective Practice and Professional Growth.)

As advocates for effective instruction in health literacy for all students, teachers strive to broaden the knowledge base of those who teach and learn about healthy behaviors, making clear to professional colleagues the importance of health education as a central part of the academic curriculum. Health educators advocate for health education being taught, assessed, and reported on a level comparable to other academic areas. They take appropriate actions to recommend to school administrators or local and state authorities that professionally prepared individuals teach health education courses. They foster constructive relationships with local governing boards, state- and national-level policymakers, and institutions of higher education.

Health educators recognize and try to eliminate general misconceptions about the

teaching and learning of health, and they work to make sure that the public understands that health education involves much more than basic knowledge. Teachers, for example, communicate to the public realistic expectations of the time required for effective learning. Many teachers face the challenge of few contact hours with students; they therefore try to overcome the discrepancy between the amount of time typically spent in schools on health education and the actual time required to deliver effective instruction. Recognizing the enormity of health challenges that young people regularly confront and the negative impacts on society of unhealthy behaviors, accomplished teachers communicate in every possible way the necessity of providing adequate health instruction. Through reference to research-based studies, they confirm that health education promotes intellectual growth and healthy attitudes and behaviors; therefore, it contributes positively to the attainment of all academic goals.¹

Accomplished teachers are aware of and work to meet community health needs. They might plan and direct student activities in the local community, such as health fairs, that address community needs. They might make presentations on health-related issues and topics to local civic groups, businesses, or government organizations. (See Standard IX—Partnerships with Colleagues, Families, and Community.)

Health education teachers also draw attention to career options available for those who are skilled in health-related areas, emphasizing that familiarity with health skills supports career advancement and enhances employment opportunities. Teachers might, for example, help coordinate “health academies” that identify students interested in health careers, provide special instruction for them, and then locate service learning opportunities for the students with community agencies. As often as possible, accomplished health educators provide students with information on careers that interrelate with the health subjects being studied.

To make their advocacy efforts most effective, accomplished teachers understand the historical events and prevailing attitudes related to health education that have shaped and continue to influence the field today. This historical perspective on the part of teachers, in addition to their knowledge of contemporary issues, legislation, and current policies affecting health education, is crucial to the development and implementation of quality, sequential programs.

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>

¹ See, for example, Connell, D.B., R.R. Turner, and E.F. Mason, “Summary of Findings of the School Health Education Evaluation: Health Promotion Effectiveness, Implementation and Cost.” *Journal of School Health* 55, no. 8 (1985), and Errecart, M.T. et al., “Effectiveness of Teenage Health Teaching Modules.” *Journal of School Health* 61, no. 1 (1991): 26–30.

<p>LIBRARY MEDIA (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD IV: Leadership</p> <p>Leadership is also addressed in part of: STANDARD VIII: Ethics</p>	
<p>OVERVIEW: Accomplished library media specialists are visionary leaders in their schools and in the profession. (Standard IV)</p> <p>Accomplished library media specialists uphold and promote professional ethics and ethical information behavior. (Standard VIII)</p>	
<p>Standard IV: Leadership</p> <p>Leadership requires inspiring others to work together toward a common goal, which is integral to developing successful library media programs. Leadership entails the willingness to serve as teachers and learners who listen to and act upon ideas from students, library media colleagues, subject-area teachers, and administrators. Visionary leadership requires sustained professional commitment, innovation, and thorough knowledge of opportunities and challenges facing the library media profession. Risk taking in its many forms is central to effective leadership. Accomplished library media specialists are leaders who move library media programs and the profession forward. Working from local to global communities, accomplished specialists build relationships with organizations and stakeholders to develop effective library media programs and advocate for learning. Accomplished library media specialists strengthen library media programs by assuming responsibilities of instructional, administrative, and professional leadership.</p> <p>Instructional Leadership</p> <p>Accomplished library media specialists provide consistent and visionary instructional leadership. Specialists are catalysts for purposeful change that engages and challenges students in uniquely meaningful ways and that places them at the center of the learning process. Through collaboration with teachers, administrators, families, volunteers, and others, specialists develop programs and design curricula that address school and district initiatives. Specialists understand and model instructional best practices and advocate for educational opportunities for all learners.</p> <p>Specialists use informed, evidence-based practices to identify strengths and weaknesses in library media programs and build knowledge to make informed</p>	

decisions and modifications which result in stronger library media programs. Library media specialists use current technologies to gather, analyze, and share the results of evidence. Their overall goal is to empower members of the school community to be lifelong learners.

As leaders, accomplished library media specialists adhere to principles of diversity, equity, and ethics. (See Standard VII—Access, Equity, and Diversity and Standard VIII—Ethics.) They provide differentiated instruction to address the diverse needs of learners and work in partnership with their colleagues to provide equitable access to appropriate resources. Specialists assume leadership roles to protect learners' First Amendment rights, intellectual freedom, and online safety. For example, they may offer online programs about the ethical and effective use of the Internet for students, staff members, and families.

Administrative Leadership

Accomplished library media specialists are active and deliberate in the administration of library programs. Specialists interpret and implement policies to ensure equity, access, and the ethical use of information and resources. Library media specialists stay current and informed about educational trends and developments as they relate to policies and program needs.

Accomplished library media specialists work with others to create learning environments that address the needs of all learners. They use continuous reflection to review and evaluate the goals, methods, and resources of the program and make modifications as needed. For example, recognizing that a flexible schedule would improve the library media program and increase student achievement, the library media specialist might present a proposal to the principal seeking support for this change.

Accomplished library media specialists understand the advantages of maintaining a positive outlook, which enables them to view potential problems as opportunities for change and innovation. Creativity characterizes the practice of accomplished library media specialists. They seek new ideas and use their wide range of professional experiences to solve problems. In situations where they find that availability of equipment and resources is limited, specialists innovate, modify, or create alternatives as necessary. They regard innovation as a means to bring about positive change, while advocating for improvements in available resources.

Accomplished library media specialists understand the value of the budget process. They demonstrate leadership while preparing for the budget cycle by clearly articulating the schools' educational needs, resources, and priorities with administrators based on analysis of data and the need to support student learning. Specialists use evidence to create arguments for strong and sustained budget support to implement short- and long-term goals.

Accomplished library media specialists implement initiatives and create partnerships to further the mission and goals of library media programs. Partnerships may include strategic alliances with public or university libraries, local businesses, and other key stakeholders. In addition, specialists build partnerships with students, teachers, staff members, volunteers, and families. Specialists encourage members of their greater communities to have active voices in support of library media programs.

Professional Leadership

Accomplished library media specialists share their influence and expertise with school colleagues, with members of their local and global communities, and with associates in their professional organizations. They motivate others to participate in the profession and to promote the field. Their abilities to build strong relationships with teachers, school administrators, and members of the greater community are fundamental to implementing positive and lasting changes. Library media specialists offer leadership at the peer level by mentoring other members of their school communities and encouraging best teaching and learning practices. Working with educational and government leaders at local, state, and national levels, specialists advocate for student achievement, library media programs, and lifelong learning. For example, they may work with state education departments to develop or revise library media standards. Specialists may serve on education policy committees to advance goals of their profession in relation to other educational goals, or they may communicate with legislators to encourage library and educational best practices and staffing patterns.

Accomplished library media specialists are leaders who design and deliver professional development programs from their local schools to the national level. For example, when presenting at state or national conferences, a library media specialist may partner with a kindergarten teacher to highlight successful collaborative efforts to teach patterns in mathematics. As curriculum specialists and technology experts, library media specialists are particularly well-suited to anticipate faculty professional development needs. They work with administrators and instructional teams to plan and provide professional development for specialized groups of teachers or entire faculties, particularly in the area of new technologies. Specialists use the power of technology to deliver professional development opportunities to their colleagues both synchronously and asynchronously. For example, they may design and deliver an online seminar for science teachers on how to incorporate images and videos from a national science database into classroom presentations. Library media specialists may also participate in professional development programs to update their own knowledge and share information, processes, and challenges gained from these endeavors.

Reflection

Accomplished library media specialists continuously engage in reflective practices to strengthen their leadership skills. As part of their dedication to reflective practice,

they take pride in the creative means they employ to meet challenges. Their reflections on the strengths and weaknesses of library media programs lead them to enact effective changes. They assess how their instructional, administrative, and professional leadership skills affect learning, and they reflect upon how the results of risk taking may improve the library media program.

From Standard VIII: Ethics

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

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

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

Practicing Professional Ethics

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

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

<p>example, specialists use copyrighted music and images appropriately in their own presentations.</p> <p>Accomplished library media specialists know it is their ethical responsibility to protect the privacy of students as it pertains to library records. Within the boundaries of laws and policies, they respect learners’ rights to seek information and do not reveal to others materials that are borrowed, consulted, or transmitted. They understand student privacy is fundamental to intellectual freedom because it creates an environment in which students are free to fulfill their information needs without fear of being questioned or judged. Knowing the importance of student privacy, the accomplished library media specialist educates library support staff, as well as volunteers and student assistants, about these essential privacy rights and issues. For example, specialists may request that volunteers or student assistants sign a confidentiality agreement.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Library Media Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-LM.pdf>

<p>LITERACY: READING-LANGUAGE ARTS (EMC) <i>Early and Middle Childhood</i></p>	<p>NOTES</p>
<p>STANDARD XIII: Professional Responsibility</p>	
<p>OVERVIEW: Accomplished early and middle childhood literacy: reading–language arts teachers actively contribute to the improvement of literacy teaching and learning and to the advancement of literacy knowledge and practice for the profession.</p>	
<p>Accomplished early and middle childhood literacy teachers believe that, as responsible professionals, they are committed to the continuing growth and development of their students, themselves, their colleagues, their schools, and the field of literacy education. Accomplished teachers routinely collaborate with other members of the school community to provide literacy instruction to all students. To this systematic, collaborative process teachers bring a comprehensive knowledge of both the field of literacy education and the learner in a context that is professional, purposeful, relevant, probing, and productive. Accomplished literacy teachers also act as members of a learning community that extends beyond their schools, collaborating to enhance the profession as a whole.</p> <p>Improving Instruction in Their Own Classrooms</p> <p>As professional educators, accomplished teachers are aware of and knowledgeable about current research and are able to draw on research findings to make educational decisions. They routinely engage in reflection on and critiques of what they read in research in order to improve their classroom practice, evaluating the impact of their instruction on student learning and the classroom environment. They seek out professional learning opportunities.</p> <p>In addition to engaging in individual reflection, accomplished teachers value collaboration with colleagues as a means of strengthening their instructional practice. They invite school professionals such as administrators, counselors, and other teachers into the classroom to seek input into how they can improve instruction. For example, a literacy teacher might bring in a specialist to observe interactions with a particular student. The literacy teacher would then ask for the specialist’s feedback. Accomplished literacy teachers observe and collaborate with effective teachers to refine their own instructional practices. They welcome new ideas that preservice teachers bring during field experiences, realizing that gaining multiple perspectives can assist in improving instruction in their own classrooms.</p>	

Accomplished teachers professionally seek knowledge about a wide variety of learners, such as English language learners, students with exceptionalities, and students from diverse cultures and socioeconomic backgrounds—including populations not currently being served in their classroom or school. These teachers know numerous ways to differentiate instruction to meet all students' needs. By continuing to learn from research, reflection, and collaboration with parents and colleagues, accomplished teachers become change agents for improving their own approaches to instruction.

Contributing to the School's Intellectual Life and Quality of Instruction

In addition to being exemplary readers, writers, and lifelong learners, accomplished teachers take many leadership roles within the school community when possible. They may provide mentoring to experienced colleagues who need additional professional development in a specific area of literacy instruction. They support the learning of their colleagues in many ways, from opening their classrooms for observation to encouraging a colleague to take the risk of trying a new teaching strategy or serving as a leader of a professional learning community. Accomplished teachers work with colleagues to design, improve, or evaluate professional development plans and practices. They lead professional development sessions for their colleagues on topics in which they have expertise. For example, a literacy teacher might lead a session on authentic writing assessment and subsequently provide support as new procedures are implemented.

Accomplished teachers share their expertise with teachers in other content areas. They design and implement multiple literacy resources for interdisciplinary learning, such as using children's literature to teach content. They contribute to the creation, review, or revision of curricula, always accounting for their students' current performance and expected academic growth. They initiate formal and informal discussions about professional issues with colleagues and other stakeholders within the greater community. For example, they may engage with peers in discussions of scholarly articles they have read, or they may lead a book club discussion on an issue of relevance to literacy instruction.

Accomplished teachers collaborate with colleagues and administrators to improve school-wide instruction. For example, they join with their colleagues in collecting data and examining trends in student achievement and use the results to evaluate the literacy curriculum. They carefully coordinate their work with other teachers and educational support providers to ensure vertical and horizontal alignment for students' academic success. Literacy teachers provide well-integrated curricula that meet students' learning requirements and contribute to interdisciplinary understanding.

Accomplished teachers are agents for positive change in their schools. They recognize the factors that influence the school culture and affect morale. They use this awareness to create an environment that is both supportive and nurturing, but which

also reflects high expectations for teacher performance and student learning. Teachers use effective communication skills to build positive relationships. They identify and celebrate strengths of their colleagues that support student literacy learning.

Contributing to the Advancement of the Profession

Accomplished teachers are dedicated to the continuing growth and development of their profession. Whenever possible, these teachers extend their professional commitment beyond the confines of their classrooms and their schools. Through their interactions with colleagues and engagement in the profession, accomplished literacy teachers pursue educational excellence.

Accomplished teachers are advocates for policies, interdisciplinary initiatives, and resources that will benefit their students, their school, and their profession. These teachers may lobby legislators or address school boards about issues that affect student learning. They work to preserve students' rights to read, write, and discuss a variety of topics. Literacy teachers seek opportunities to collaborate in local, state, national, and international ventures with other educators to improve school policies, organizations, or procedures. They exercise effective leadership by fostering an attitude of innovation, open-mindedness, and collaboration among all stakeholders in order to advance the teaching profession. For example, they may assume a leadership role in a professional organization, make presentations at professional conferences and conventions, or conduct action research. They may contribute letters or articles to professional journals or serve on education policy committees.

Accomplished teachers take actions toward informing policies relating to education. They realize that they are the voice for the students they serve and for the profession as a whole. Teachers articulate concerns about ideas, requirements, curricular assumptions, and other factors that may limit teaching effectiveness, school quality, or student learning, such as curriculum changes that limit opportunities to read and write or budget cuts that limit purchasing of books and other media for classrooms. They may pursue grants to purchase literacy materials. Literacy teachers address their concerns in ways that have a positive impact on the learning community. They may utilize the news media as a tool for advocacy, acting as a champion of practices that promote equitable, fair, and multiple perspectives (See Standard II—Equity, Fairness, and Diversity.) They may also collaborate with educators from colleges, universities, or other institutions and agencies to pilot new curricular resources, teach post-secondary courses, or monitor the work of student teachers and interns. Such commitment is central to their dedication to the quality of their practice and to the advancement of reading–language arts education. Accomplished early and middle childhood literacy teachers take responsibility for contributing to, advancing, and advocating for the profession in ways that enhance student literacy learning.

The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Early and Middle Childhood Literacy: Reading-Language Arts Standards in their entirety, including the Five Core Propositions and the Architecture of

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

<p>MATHEMATICS (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD X: Professional Community</p>	
<p>OVERVIEW: Accomplished mathematics teachers continually collaborate with other teachers and education professionals to strengthen the school’s mathematics program, promote program quality and continuity across grade levels and courses, and improve knowledge and practice in the field of mathematics education.</p>	
<p>Accomplished teachers are members of a professional mathematical community and work in a collaborative environment. Seeing themselves as partners with other teachers, they are dedicated to improving the profession. They care about the quality of teaching in their schools, and, to this end, their collaboration with colleagues is continuous and explicit. They recognize that collaborating in a professional learning community contributes to their own professional growth, as well as to the growth of their peers, for the benefit of student learning. Teachers promote the ideal that working collaboratively increases knowledge, reflection, and quality of practice and benefits the instructional program. Teachers seek to make their teaching an open community activity. They realize that while it may not be feasible to have a truly open classroom where colleagues may observe lessons followed by a collegial discussion, it may be possible to have an open classroom by sharing instructional anecdotes, sample products, or videotaped lessons. Teachers observe and study other teachers’ practices, engage colleagues in dialogue about professional issues, and may serve as mentors to new teachers as well as coaches to experienced colleagues. Decision making becomes a collaborative process rather than an isolated process. Students become “our” students rather than “my” students in an effort to utilize all available resources. Teachers collaborate with parents, colleagues, and other members of the community in the education of early adolescents through young adults.</p> <p>Because accomplished teachers are dedicated to their students and to their learning of mathematics, the focus of teachers’ contributions to the larger learning community often revolves around curricular or assessment issues. These may include periodically reviewing district and school curricula, textbooks, external and internal testing instruments, and practices in their school or district to help ensure that materials and guidelines are thoughtfully organized; consistent with the profession’s views of best practices; tailored to the students and the community they serve; and aligned with the goals of the mathematical community, school, and classroom.</p> <p>As an extension of their local responsibilities, accomplished teachers engage in a wide</p>	

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<p>range of professional activities. They contribute productively to the advancement of their field through active participation in professional organizations at the local, state, regional, and national levels. They work to support the improvement of mathematics education and the professional growth of mathematics teachers at all levels including pre-kindergarten through 16 as well as preservice and in-service teachers. For example, teachers might partake in action research or partner with a university to participate in research projects. Such commitment is central to teachers' dedication to the quality of their practice and to the advancement of mathematics education.</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 Mathematics Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/EAYA-MATH.pdf>

<p>MUSIC (EMC) & (EAYA) <i>Early and Middle Childhood & Early Adolescence through Young Adulthood</i> <i>(Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Collaboration STANDARD VIII: Reflection, Professional Growth, and Professional Contribution</p>	
<p>OVERVIEW: Accomplished music teachers understand and value the distinctive role of families, colleagues, the community, and others in the music education process and continually seek opportunities to build partnerships with them. (Standard VII)</p> <p>Accomplished music teachers reflect on their teaching, students’ performances, and developments in their field to extend their knowledge steadily, improve their teaching, and refine their philosophy of music education; they contribute to the growth of their colleagues, their schools, and their field. (Standard VIII)</p>	
<p>Standard VII: Collaboration</p> <p>Accomplished music teachers take a leadership role in multiple collaborations to contribute to the musical lives of their students, school, and community. They meaningfully involve other individuals and groups in music education. They use these interactions to strengthen instructional strategies; to design, develop, and implement new music programs; and to advocate for high-quality music education.</p> <p>Collaboration with Families</p> <p>Accomplished music teachers interact regularly with parents to establish a rapport with individual families and to stimulate their support for and involvement with their children’s music education. These teachers help parents understand the importance of music in all children’s lives. They keep parents and guardians apprised of the activities and needs of the music program and help families understand the importance of providing time and space for regular practice. They offer parents suggestions on how to help their children set goals; develop good practice strategies, learning habits, and study skills; complete homework; and improve performance. They assist parents by serving as advocates for students within the school and by discussing course selection, including the importance of planning for a student’s next level of music education. When possible, teachers refer families financially unable to support their children’s school music education to community resources that can help.</p>	

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Accomplished music teachers recognize the unique opportunity that their programs can provide for parents to interact with the school. They invite parents to participate in a range of different roles, from seekers of resources to costumers to accompanists. They are aware that some of their students' families might include members who, as music professionals themselves, can serve as valuable instructional resources to the program, and they seek opportunities to involve them in their program.

Collaboration with Colleagues

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

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

Collaboration with the Community and Others

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

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

Collaborative Advocacy

Accomplished music teachers serve as strong advocates for what is best for their students, such as advocating for sequential music programs and schedules that support quality music programs. Some advocate for music education before groups of non-educators. They also engage others in the process of supporting the school music program. They actively and creatively seek to involve parents and guardians in every aspect of the educational process, knowing that active, involved, and informed families create a network that bolsters vital, effective music education programs. This may mean enlisting their help in advocating for increased funds for equipment and materials or in providing additional chaperones for events.

These teachers seek partnerships with organizations and businesses in the community to raise awareness of the music program and of the entire school, and they may work with local businesses to market and promote upcoming school musical events. They may also involve and organize community activities designed to provide financial support for program components, such as a concert trip.

Standard VIII: Reflection, Professional Growth, and Professional Contribution

Accomplished music teachers consider reflecting on their teaching to be central to their responsibilities as professionals and experts. Such reflection reinforces their creativity, stimulates their personal growth, and enhances their professionalism. Accomplished music teachers take responsibility for their professional growth, and they are models of the educated individual, regularly sharpening their judgment, expanding their repertoire of teaching methods, and deepening their knowledge base. These teachers define their responsibilities as professionals and experts to include a commitment to the continuing growth and development of their colleagues, their schools, their field, and themselves.

Evaluating Results and Seeking Systematic Input from a Variety of Sources

In their quest to improve their skills, accomplished music teachers seek information, assistance, and ideas about their teaching from a variety of sources. Feedback from students about the quality, climate, and interactions in class provides them with insight and direction. They reflect on input received from formal and informal conferences with parents, guardians, students, and others. They are alert to their own philosophical biases and take these into account when dealing with students whose backgrounds, beliefs, or values might be significantly different from their own. As careful observers of students, teachers constantly rethink instructional choices, analyzing the relationship between their practice and student learning. They might keep a journal of their reflections on their interactions with students or conduct research in their classrooms. They examine students' needs in relation to the lesson at hand and to long-term objectives. The growth of their students as individuals is one of the most important indicators of their professional success.

Refining Skills through Study and Reflection

Accomplished music teachers are distinguished by their motivation for ongoing, objective self-analysis. They are motivated by the rapid changes they see around them—in their students, in their discipline, and in educational research literature—and by the desire to equip students for their future. They know that they must keep abreast of these changes to give their students the best possible education, and they regularly examine their strengths and weaknesses so that they can seek out and take advantage of opportunities for professional development. They are knowledgeable about technological advancements in their field, and they explore topics in which they might have limited expertise, materials, approaches, and instructional strategies. They are willing to experiment with new pedagogical approaches to strengthen their teaching.

Accomplished music teachers consider the prevailing research about learning and intelligence and critically assess the significance and impact of such findings. They thoroughly evaluate new approaches or ideas before employing them in their classrooms. They maintain an understanding of current research, trends, and information through such activities as reading professional journals, participating in professional organizations, attending conferences, taking graduate courses, and observing master teachers. They know that such efforts are essential for music professionals. From educational and cognitive theories, current debates, emerging notions concerning effective strategies, and promising research findings, they select those that could enrich and improve their teaching. Such teachers understand the major controversies in their field and can articulate their opinions on these issues; they have cogent reasons for what they do—reasons that can be explained clearly to students, parents, guardians, colleagues, administrators, and school board members.

Involving Themselves in Curricular Decisions

Accomplished music teachers know how and when to question convention, tradition, and innovation in the search for strategies that will help all children succeed. They challenge ideas, requirements, curricular assumptions, and other factors that can limit teaching effectiveness, school quality, and student progress; they do so in ways that have a positive impact on the learning community. Students reap benefits from teachers whose reflective practice leads them to evaluate curriculum decisions and teaching strategies, and the entire music education profession benefits from the contributions of a lifelong learner.

Contributing to the Advancement of the Profession

Accomplished music teachers actively influence professional norms at the school level, encouraging an attitude of experimentation, collaboration, and professionalism among their colleagues as they work to establish and sustain a community of learners. They demonstrate no lapses in ethical or professional conduct, such as violating copyright law by copying music illegally or recording music without permission.

<p>Teachers also view themselves as members of a larger learning community with responsibilities that extend beyond the classroom. Consequently, they can be found serving as peer coaches to experienced colleagues, acting as mentors to student teachers or new teachers, or providing leadership information to other teachers on ways to involve parents and guardians in their children’s education. They might make presentations at professional meetings; serve on education policy committees or councils; or work with educators from colleges, universities, or other institutions on pilot programs or action research projects. Some present at professional conferences or write articles for journals, newspapers, or professional publications. To benefit their programs and their field, others acquire grants or initiate professional development activities. Teachers might serve as conductors for city, county, state, or individual school ensembles or adjudicate festivals or competitions. They might also prepare performance groups for presentation at state, regional, and national conventions, sharing their programs’ successes with others to benefit the profession as a whole. Some serve on committees and task forces at state, regional, and national levels. Whatever their role, accomplished teachers continually seek to advance the profession in ways that will enhance student learning, effect positive change, and maintain the integrity of the discipline.</p>	
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The themes highlighted in this document are embedded throughout the larger set of standards for each certificate area. To view the Music Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-MUSIC.pdf>

<p>PHYSICAL EDUCATION (EMC) & (EAYA)</p> <p><i>Early and Middle Childhood & Early Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>Leadership is included throughout the Physical Education Standards. Sections from the following standards are included:</p> <p>STANDARD X: Collaboration and Partnerships</p> <p>STANDARD XI: Professional Growth (entire Standard)</p> <p>STANDARD XII: Advocacy</p>	
<p>OVERVIEW: Accomplished physical educators channel their energy positively to improve their practice as teachers, assert their strength as leaders, and transform the well-being of those around them. <i>Introduction Section, p. 15</i></p> <p>Accomplished teachers recognize that their responsibilities extend beyond the classroom. They collaborate with other educators and work in partnership with stakeholders to strengthen physical education programs and enhance student learning. (Standard X)</p> <p>Accomplished teachers are respected leaders who diligently pursue personal and professional growth to improve teaching practices and meet the diverse needs of students. (Standard XI)</p> <p>Accomplished teachers are effective advocates for quality physical education. They create opportunities to promote wellness and healthy lifestyles among students, colleagues, families, and community members. (Standard XII)</p>	
<p><i>From Standard X: Collaboration and Partnerships</i></p> <p>Conclusion</p> <p>As members of large learning communities, accomplished physical education teachers recognize the importance of collaborating with colleagues, families, and community members. They cultivate these relationships to augment their programs and heighten student learning. Accomplished physical education teachers are committed to serving as leaders within their schools and communities, and they enthusiastically promote personal wellness and quality educational experiences for their students.</p> <p><i>Standard XI: Professional Growth</i></p> <p>Accomplished physical education teachers believe that personal and professional growth is an ongoing process. They are proactive educators, frequently initiating</p>	

professional development opportunities. Physical education teachers commit themselves to undertaking a challenging and well-defined professional development plan. They augment school and district expectations to realize their vision for growth that is based on their personal ambitions and professional needs. Teachers recognize that they must continue to refine their knowledge, skills, and pedagogical techniques to improve their teaching practices and increase the effectiveness of their instruction. Accomplished teachers seek professional development outcomes that are introspective, interactive, and evidence-based. The professional growth they achieve modifies the way they think about their teaching, the techniques and strategies they use, and the impact they have on their students and schools. Accomplished physical education teachers are highly reflective practitioners dedicated to their craft, honing their skills and dispositions to support their students' education.

Achieving Professional Growth

Accomplished teachers determine their strengths, weaknesses, and goals through sustained reflection. They use these insights to ascertain the knowledge and experience they must pursue to meet the diverse needs of their students. Physical education teachers view professional development opportunities as valuable learning resources within a deliberate personal action plan. Accomplished teachers engage in professional development in various ways. They seek educational enrichment, pursuing advanced degrees and certifications in physical education and related fields. For instance, a teacher with students who have an interest in rock climbing may enroll in an adventure education course to gain certification and develop the knowledge and skills needed to enhance the school curriculum. Physical education teachers remain actively involved in professional organizations and educational communities. For example, a teacher may present a paper at a conference or workshop; share expertise using different media; or serve on a local, state, or national committee. Accomplished teachers act as learners, collaborators, and leaders within their field. They critically examine their development as teachers and nurture their growth as lifelong learners to address student needs more readily and capably.

Accomplished physical education teachers are leaders who apply the knowledge and experience they gain through professional development to their work with students, schools, communities, and professional networks. They use what they learn to implement staff development for themselves and their colleagues. Physical education teachers serve as active participants in subject-matter study groups and cross-curricular teams. For example, a teacher may attend a technology in-service session on the use of social media to raise connections between scientific theories, physical fitness activities, and motor skills development. As intellectual leaders within their discipline, accomplished physical education teachers communicate relevant information throughout their schools to maximize student learning. For example, a teacher may share compelling data that links physical activity with improved academic performance and collaborate with colleagues to enhance student achievement across the curricula. Similarly, a physical education teacher who researches and

choreographs a dance may perform the work in a formal setting to translate this experience of personal and professional growth into meaningful learning opportunities for students. As a result of their professional growth, accomplished teachers acquire and implement knowledge that promotes their discipline and impacts student learning. They establish professional networks to share their expertise and forge new connections with educators in various settings, from teacher candidates at local colleges to professors at international universities. Physical education teachers demonstrate social and political acumen to enrich the knowledge and skills within their communities productively and effectively for the benefit of their students.

Accomplished physical education teachers work with colleagues to analyze and improve teaching practices within their schools and classrooms. The professional development that teachers seek is organic in nature, increasing their personal knowledge while fostering the skills and abilities of their colleagues. Accomplished teachers appreciate that professional development is mutually supportive within thriving learning environments, leading to improvements and advancements with tangible outcomes. Teachers seek mentors as they refine specific aspects of their practice. For instance, an accomplished teacher may ask a colleague to demonstrate techniques for communicating more effectively with students for whom English is a new language. Physical education teachers also serve as mentors in turn. An accomplished teacher may therefore observe a lesson and critique instructional prompts to help a colleague understand how best to give students feedback within a specific context. Teachers use learning experiences like these to gain new insights and develop existing practices further. They communicate constructively with their colleagues to create productive professional networks, build reflective learning communities, and improve teaching practices within their schools.

Conclusion

Accomplished physical education teachers understand that growing professionally entails a cyclical process of reflection, deliberation, and action. Teachers gain skills and information by participating in educational and professional groups and remaining current in the latest research and scholarship. They collaborate with colleagues to share ideas and improve the quality of their educational communities. The partnerships that physical education teachers form help them develop self confidence while inspiring a sense of initiative in others. Accomplished teachers serve as advocates and role models, exemplifying professional integrity and achievement within their field and throughout the larger educational community.

From Standard XII: Advocacy **Promoting Professional Excellence**

Accomplished physical education teachers are passionate about their profession. They go to great lengths to ensure that local, district, state, and national groups perceive the field of physical education positively. Accomplished teachers are active

<p>members of professional organizations who serve as ambassadors promoting the importance of health, wellness, and physically active lifestyles. An accomplished teacher may therefore volunteer to represent the profession by speaking before a local, state, or national governing body to persuade the public that quality physical education programs are critical for all members of society.</p> <p>Accomplished teachers act as authorities on current trends and research in the field of physical education. They involve parents and students in outreach efforts to magnify the impact of their appeals. An accomplished teacher may ask parents to write constituent letters to elected officials or may encourage students to share the importance of their educational experience with political leaders. Through these types of activities, accomplished teachers become role models for their students, helping them become their own advocates in all avenues of their lives.</p> <p>Conclusion</p> <p>Accomplished physical education teachers routinely evaluate the effectiveness of their advocacy efforts and the impact these efforts have on student learning. Physical education teachers are highly reflective about their practice and strive to ensure that all students enjoy equal access to a wide variety of resources and learning experiences. Accomplished teachers are successful advocates and respected professionals recognized by their peers, colleagues, and fellow citizens for steadfast dedication and leadership in the service of education. In all their actions, accomplished physical education teachers demonstrate an uncompromising commitment to their profession and their 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 Physical Education Standards in their entirety, including the Five Core Propositions and the Architecture of Accomplished Teaching, visit <http://nbpts.org/wp-content/uploads/2017/07/ECYA-PE.pdf>

<p>SCHOOL COUNSELING (ECYA) <i>Early Childhood through Young Adulthood</i></p>	<p>NOTES</p>
<p>STANDARD X: Leadership, Advocacy, and Professional Identity</p>	
<p>OVERVIEW: Accomplished school counselors work as leaders and advocates in the promotion of student learning and achievement. They adhere to ethical practices and engage in professional growth and development.</p>	
<p>Accomplished school counselors set high standards for themselves as counseling professionals in the education community. They are leaders in their field who are active advocates for the counseling profession and who recognize the importance of their individual role in shaping the future of their profession. Their leadership and advocacy support every student through program development, educational reform, and school change efforts. Following a professional code of ethics at all times, accomplished school counselors find numerous ways to enhance their professional growth. This attention to leadership, advocacy, ethical practices, and professional growth results in improved counseling skills and programs for every student.</p> <p>Leadership</p> <p>Accomplished school counselors accept a leadership role as an opportunity to further increase the visibility and impact of the school counseling program. They are confident in their own capacity to highlight student needs, thereby removing barriers to student success. Because of this persistent commitment to student success, accomplished school counselors communicate a clear and compelling vision that inspires others to consider new possibilities and to realign resources on behalf of students. School counselors know that many school-related issues are complex and multifaceted, but they remain optimistic that they can influence conditions for student success through their inner drive and courage. For example, in a high school where data show large-scale academic deficiencies, an accomplished school counselor might recommend a schoolwide reading program to enhance proficiency and present a plan to implement the strategy.</p> <p>Accomplished school counselors also know that significant goals related to student achievement cannot be accomplished without support and assistance from others. They help to build networks of people thinking together, sharing information, and collaborating to tackle difficult challenges. They are comfortable and articulate in expressing data-based evidence of student needs to other educators, parent and community groups, and policy makers.</p>	

As schools institute improvement teams, accomplished school counselors take an active role in providing collaborative leadership. Recognized by their peers as educators with specialized skills for managing teams, for inspiring optimism, and for offering structured approaches to reach consensus on complex issues, it is often school counselors who facilitate schoolwide planning sessions. They are trusted by their colleagues to conduct meetings efficiently and with sensitivity to all points of view. They model effective communication skills, even under duress, and help to set a group norm that promotes shared problem solving and decision making. Through their own commitment to lifelong learning, they display current knowledge of innovations in curriculum, instruction, and assessment, as well as research-based approaches to enhancing student motivation and parent engagement. They are catalysts for creative solutions and help to translate these into practical action steps. They are able to balance the need for in-depth dialogue with the realities of time constraints and pressure to show immediate progress. Recognizing the individuality of team members, accomplished school counselors integrate differing styles of thinking and communicating and value controversy as a means to gain clarity and commitment.

Accomplished school counselors are motivated by a personal mission to work collaboratively to protect the right of every student to achieve, which is why counselors are often looked to by their peers for direction and guidance. They earn the respect of others with their determination and integrity on behalf of students' rights. Accomplished school counselors advocate for the belief that all educators have a moral and ethical obligation to support every student, regardless of ethnicity, family structure and history, socioeconomic status, or other factors beyond the control of the student.

As leaders, accomplished school counselors make sound judgments about styles of leadership appropriate to different settings and issues. They apply their emotional intelligence to ensuring that participation occurs in constructive ways, and they confront nonproductive behaviors with openness and empathy, helping others feel valued and supported during change processes. Accomplished school counselors are leaders who strive to implement a vision in which every student succeeds.

Advocacy and Collaboration

Accomplished school counselors assert themselves as advocates for their students and their practice. At the top of their priorities is meeting student needs for academic, career, and personal/social support, particularly for those students and their parents/guardians who are less able to access policymakers, such as chief school executives, school boards, state departments of education, and legislatures. They may work to improve district and state guidelines for school counseling programs and other programs that benefit the school. They may become politically active as a means to advocate for positive system change, increase support for students, and enhance the overall climate for academic, career, and personal/social development. They may assume leadership roles in professional organizations. They may propose,

design, and conduct presentations and in-service workshops that communicate the importance of a comprehensive school counseling program to a wide audience, including colleagues, administrators, parents, school boards, superintendents, the media, and the community.

Collaboration with other school counselors, counselor educators, and stakeholders is another important aspect of an accomplished school counselor's professional identity. They work collegially with other school counselors to further their professional growth, and they serve as mentors to other school counselors. They encourage and support the training of new entrants to the field by serving as consultants and site supervisors for school counselors in training.

Ethics

Accomplished school counselors adhere strictly to the profession's codes of ethics, including codes that have been established by the American Counseling Association (ACA), American School Counselor Association (ASCA), and the National Board for Certified Counselors (NBCC), and other relevant codes of ethics. They recognize that, in many states, a violation of a code of ethics constitutes a violation of law. School counselors know the state and national laws, as well as district and school policies, related to the reporting of behaviors such as child abuse and sexual harassment. School counselors respect each individual's right to privacy and understand the scope and limits of the concept of confidentiality. They know that violation of a student's rights of privacy and confidentiality could result in criminal or civil action. In addition, they know that in many states, school counselors do not have privileged communication with students and that courts can subpoena their written records and verbal communications.

Accomplished school counselors use their knowledge of ethics to protect the rights of every student and to guide the school in protecting the rights of all stakeholders. School counselors recognize that each person has the right to be treated with respect and dignity while being entitled to self-direction and self-development. They recognize that each person has freedom of choice and the ensuing responsibility for actions taken. In making difficult ethical decisions, they know when they can act independently and when they should involve supervisors and others from their school in making decisions. School counselors also know the limits of their skills, training, and job responsibilities, and know when to make referrals to outside agencies. Accomplished school counselors are able to extend their knowledge of ethics to students, parents, and colleagues, and they recognize opportunities to reinforce ethical behavior.

Ongoing Professional Growth

Accomplished school counselors are lifelong learners who consistently demonstrate their own commitment to continued improvement and professionalism. They have a thorough knowledge of updated research across all areas of counseling. They

<p>regularly read professional journals, access counseling- and education-related Web sites and other technological resources, and apply their knowledge of research to analyze, synthesize, and evaluate new information. They understand such research methods as qualitative, quantitative, action, and outcomes research, as well as the implications these methods may have on findings. They know how to critically analyze and use research and assessment data and know when and how the data link to specific school improvement initiatives. School counselors avail themselves of professional resources by attending district, state, and national conferences, and they participate in advanced education programs and workshops. Such personal study enables them to clearly articulate a rationale for their actions and decisions.</p> <p>Accomplished school counselors keep current in their field, especially as emerging trends and issues in school counseling—such as changing family structure, the emphasis on comprehensive school counseling programs, and awareness of the diversity of students within a school—affect their profession. School counselors may work with educational researchers or other colleagues to examine the profession of school counseling and add new knowledge to the field, which they may then share with colleagues through publications in professional journals or presentations at professional conferences. School counselors also refine and monitor their own school counseling skills and service delivery through formal and informal supervision and dialogue. For example, they may engage in peer supervision, group supervision, and professional clinical supervision; observe other effective school counselors; and solicit feedback informally from other school counselors about their work.</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>

<p>SCIENCE (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Advancing Professionalism</p>	
<p>OVERVIEW: Accomplished science teachers advance their professionalism by pursuing leadership roles, collaborating with colleagues, and undertaking high-quality professional learning opportunities.</p>	
<p>Accomplished science teachers advance their professionalism on multiple fronts. They actively demonstrate leadership within their schools and beyond, making positive contributions to science education. Accomplished science teachers collaborate with colleagues, families, and stakeholders in order to enhance student learning experiences.</p> <p>Accomplished science teachers are active members of learning communities. They contribute to the improvement of the practice of their colleagues as well as the instructional program of the school and the larger professional community. Accomplished teachers value collaboration among professional stakeholders because it leads to opportunities to advance student learning.</p> <p>Accomplished science teachers improve their expertise by engaging in professional learning opportunities for continuous improvement of their practice. Teachers realize that effective professional learning has a positive, lasting impact on teaching and learning.</p> <p>In the eyes of accomplished teachers, all actions related to collaboration, leadership, and professional learning must be focused on one ultimate purpose: improving student learning. Therefore, these teachers continuously reflect on the degree to which their professional actions achieve this goal.</p> <p>Leadership</p> <p>Accomplished science teachers pursue leadership roles in order to share their science teaching expertise and to provide direction and inspiration to others. Accomplished teachers seek a range of such roles, from serving in appointed or elected positions and joining committees to leading in less formal ways such as initiating discourse with colleagues or planning lessons with other teachers. Accomplished teachers address issues and situations within their school community and beyond, and they are willing to take risks and make decisions.</p> <p>Accomplished science teachers influence others by being agents of change, by</p>	

promoting an elevated vision of science education, and by serving as model teachers for colleagues. Accomplished teachers seek input from key stakeholders, including students, colleagues, administrators, parents, and community members to ensure that all decisions promote high-quality teaching and improved student learning.

Accomplished science teachers believe that teaching is a worthy endeavor, and they promote the vision of teaching as a profession. They help build a community of educators, and they advance an atmosphere of intellectualism within that community. Whenever possible, accomplished teachers observe and hold constructive conversations with colleagues about instructional approaches. They may share successful practices, organize workshops, or publish in journals. They may organize informal study groups to discuss important topics and research papers. They may read and post to online discussion groups and subscribe to electronic mailing lists in their subject area. They play an active part in, and make a positive contribution to, professional organizations, and may serve on educational task forces, committees, or boards.

Accomplished science teachers advance the knowledge and practice of colleagues in several other ways as well. For example, they may design and carry out professional learning activities in science, including mentoring preservice and novice teachers and others who may have limited science backgrounds or who are searching for new ways to enrich their own teaching. Accomplished teachers may advocate for securing and implementing resources and may make their colleagues aware of new uses of technology. Accomplished teachers take the lead in advocating for the improvement of instructional materials; for example, they may suggest ways to incorporate the latest science and science education research into student resources.

Accomplished science teachers do not confine their leadership role to the areas of instruction and best practice. They work with colleagues and other specialists to take action in promoting fairness and equity for all members of the learning community, including students with exceptionalities and English language learners. Teachers promote and lead discussions of diversity issues and model ethical behavior; for example, they initiate discussions with colleagues to uncover issues of inequity in their school. Accomplished teachers take targeted action to provide and enhance high-quality science education for underserved students and students from underrepresented populations. (See Standard VIII—Diversity, Fairness, Equity, and Ethics.)

Professional Collaboration

Accomplished science teachers understand the importance of being active members of learning communities. These teachers seek ways to collaborate with other educators to improve student learning and their own teaching practices. Teachers join various types of collaborative learning groups; these groups may extend beyond the local community to state, national, and international levels. Accomplished science teachers use collaboration to analyze and improve instructional strategies and assessment

practices. Their methods include but are not limited to gathering data via lesson study, videotaping, or classroom observations, and engaging in dialogue to evaluate these data.

Accomplished science teachers use collaboration to strengthen their schools. They participate in the solution of schoolwide and districtwide problems. They may contribute to discussions of policy, especially those related to K–12 science, in ways that demonstrate professional responsibility and advocacy for the well-being of their students.

Accomplished science teachers collaborate regularly with professional colleagues other than science educators. They work with special educators, speech therapists, school counselors, teachers of English language learners, occupational therapists, physical therapists, school psychologists, school nurses, administrators, educational aides or paraeducators, library media specialists, coaches, office staff, resource officers, professional educational consultants, and support staff. Accomplished teachers pursue a wealth of school partnerships in order to share perspectives, information, and resources to enhance students' learning and well-being.

Accomplished science teachers may collaborate with researchers, scientists, or postsecondary educators to further enhance their content and pedagogical content knowledge or to provide meaningful learning experiences for their students.

Accomplished teachers share the benefits of these collaborations with their fellow teachers. For example, collaborations with institutions of higher education can enhance science teachers' awareness of science-related careers and postsecondary opportunities in technology, engineering, and related fields. As a result, teachers gain the ability to discuss applications of science and engineering practices with their students. Accomplished teachers may co-teach science education courses with faculty at institutions of higher education. (See Standard VI—Family and Community Partnerships.)

Professional Learning

Accomplished science teachers recognize that ongoing professional learning is an effective method for enhancing teaching expertise, and thus they seek opportunities for themselves and others to engage in professional learning. Accomplished teachers realize that professional learning is not limited to attending district-provided workshops and seminars; it may include attending free webinars, reading professional publications, joining online discussion groups, or observing other teachers.

Accomplished teachers understand that the science content and pedagogical knowledge and skills acquired during professional learning activities must be carefully incorporated into instructional practices and refined by feedback and reflection.

Accomplished teachers also share what they have learned with their colleagues. When appropriate, accomplished science teachers may suggest ideas for professional learning activities to those responsible for establishing such initiatives at the district,

state, or national level. For example, a teacher returning from a national conference might request a districtwide professional workshop on one of the topics that was covered. Accomplished teachers make an effort to sustain the new understandings and skills generated through professional learning.

Accomplished science teachers carefully select the professional learning options that will best equip them to increase their competencies and address the specific learning needs of their students. Accomplished teachers also realize that even in areas where they are knowledgeable and confident, professional learning may offer new insights, productively challenge old ideas and practices, and move them toward a higher level of expertise. Accomplished science teachers place a priority on professional learning activities that can be integrated and coordinated with other school initiatives and embedded into curriculum, instruction, and assessment practices. They seek out activities that concentrate on science content and pedagogy and that are derived from research and exemplary practice.

Reflective Practices

Accomplished science teachers actively reflect on leadership, collaboration, and professional learning in order to improve their professional practices. Accomplished teachers reflect on their practice in order to clearly articulate to students, other practitioners, administrators, families, and the community at large the value of science education and the forms it must take if all students are to become science-literate adults.

Accomplished science teachers reflect on their formal leadership roles and how well they are meeting the responsibilities of a leader. In addition, they reflect on their work and try to discover what further actions they must take in order to be more effective in formal leadership roles. Accomplished teachers reflect on the extent and the effectiveness of their informal leadership efforts. These reflections may lead teachers to request the assistance of colleagues. Accomplished teachers reflect on their advocacy efforts to determine if these efforts are leading to sustainable programs, instructional activities, and resources that promote professional learning and student learning.

Accomplished science teachers reflect on their collaborative roles and how the act of collaborating advances the knowledge and practices of themselves and their colleagues. Through honest and rigorous reflection within collaborative groups, teachers carefully examine their own and others' practices in order to strengthen the quality and effectiveness of teaching. Accomplished teachers attend to those attributes that lead to group cohesiveness; for example, teachers assess how skillfully they insert themselves in the group and whether or not they listen actively and respond honestly to others. If they identify weaknesses in their approaches, they reflect on ways to improve their interactions. Accomplished teachers assess whether their relationships with nonscience building staff are professional and respectful and make any necessary adjustments. Accomplished teachers recognize the needs of the

new science teachers they mentor—both formally and informally— and they reflect on how well they recognize new teachers’ needs and respond to those needs in a timely, professional, and respectful manner. Accomplished teachers also evaluate the scope and effectiveness of their collaborations beyond the school. Finally, accomplished teachers reflect on how well they sustain all of their collaborative efforts by determining if their professional goals have been met.

Accomplished science teachers actively reflect on their beliefs about teaching and learning and about their own teaching practice in order to select appropriate professional learning opportunities. Teachers use reflection to determine whether professional learning opportunities have a strong potential to aid students, and they evaluate opportunities through the lenses of fairness and equity. After engaging in professional learning experiences, teachers reflect on how best to sustain the insights they have derived and how to share relevant insights and materials with colleagues. Accomplished science teachers continually reflect on how to identify and take advantage of future learning opportunities in order to advance their knowledge and instructional practices.

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

<p>SOCIAL STUDIES-HISTORY (EA) & (AYA) <i>Early Adolescence & Adolescence through Young Adulthood (Shared Standards)</i></p>	<p>NOTES</p>
<p>STANDARD VII: Professional Growth</p>	
<p>OVERVIEW: Accomplished social studies–history teachers pursue professional growth activities and experiences to develop themselves, their colleagues, schools, and districts, and to benefit the larger field of social studies–history education.</p>	
<p>Introduction</p> <p>Accomplished social studies–history teachers are professionals who hold clear standards for themselves, engage in life-long learning, and commit to continually growing in their effectiveness as educators. Teachers view professional growth as essential to their life as members of learning communities and to student achievement. Accomplished teaching is characterized by a commitment to continuous growth and development of self, colleagues, and the field.</p> <p>Developing Self</p> <p>As life-long learners, accomplished teachers are passionate and intellectually curious about the content areas they teach, and they work to keep abreast of the latest research in their field and of ways to teach effectively. They may take graduate classes; read professional journals; attend clinics, institutes, and workshops; participate in learning communities; and synthesize their learning to increase their effectiveness in the classroom. For example, after reading an article about the implementation of museum teaching trunks in the classroom, teachers might write a grant to create trunks to enrich their students’ learning experiences. Teachers explore research advances in other disciplines that influence social studies–history learning, such as mathematics, science, technologies, and language arts. For example, teachers may read science journals to access current thinking about changes in global environmental systems or consult research on writing to hone students’ skills in expressing social studies concepts and generalizations. Teachers then apply their advanced knowledge of content, pedagogies, and technologies to develop appropriate learning experiences relevant to students. For example, based on research and experiences with local environmental organizations, teachers might develop a unit on natural resources that features a simulation involving a local watershed.</p>	

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Accomplished teachers are not only intellectually curious; they continue learning to improve their effectiveness as reflective practitioners. A teacher might learn a new teaching strategy and continually refine it to match students' development. Teachers might actively contribute to and learn about the teaching of social studies–history through participation in learning communities and other collaborative forums. They ask questions, invite inquiries, reflect on their practice, and engage in discussions in multifaceted ways to teach content and other issues in the social studies–history classroom. Teachers take ideas from learning communities, workshops, and readings and create innovative lessons to enrich students' learning experiences.

Enhancing the Educational Environment at the School and District Levels

When possible and appropriate, accomplished teachers explore and create opportunities for teacher leadership. Teachers actively collaborate with colleagues for mutual professional growth. Teachers formally or informally share ideas, resources, and innovations they have learned in order to enrich the school learning environment. They engage colleagues in meaningful discussions about curriculum, teaching, and student learning and are invested in improving school and district culture. They may mentor new teachers, serve on curriculum or staff development committees, or engage in strategic planning processes with colleagues. They view effective teaching not as an isolated exercise, but as a systematic practice involving collaboration and decision making with fellow teachers.

Accomplished teachers are knowledgeable about and take active roles in supporting the growth of colleagues and advocate for the best teaching strategies to increase student achievement.

Enhancing Social Studies and History Education

Understanding the importance of social studies–history in preparing tomorrow's leaders, accomplished teachers reach beyond the school and district to enhance social studies–history education on a larger stage. They build on personal and professional growth experiences and share these with extended learning communities. They may write for professional journals, develop curricula, lead institutes and workshops for colleagues, and become active in their state and national professional organizations. Teachers belong to larger communities of colleagues, and they interact with national organizations, advocacy groups, and policy makers—each of which can serve as resources for enhancing and promoting social studies–history.

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>

WORLD LANGUAGES (EAYA) <i>Early Adolescence through Young Adulthood</i>	NOTES
STANDARD IX: Professionalism	
<p>OVERVIEW: Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.</p>	
<p>Professional Communities</p> <p>Accomplished teachers of world languages function as leaders of professional teaching and learning communities. They contribute to the quality of their peers’ practice and benefit from their collaboration with colleagues, administrators, university faculty, and other members of the profession. Teachers demonstrate an informed commitment to their profession in a variety of ways.</p> <p>Accomplished educators of world languages contribute purposefully to the intellectual quality and professional culture in their schools. Knowing that effective teachers do not work in isolation, they share responsibility with their colleagues to improve the school’s instructional programs and to foster the success of all students. Teachers collaborate with colleagues to promote connections within the department and across levels of instruction. Teachers work with colleagues on lesson plans, share materials and expertise with their peers, analyze and develop curricula for their department, or act as mentors or master teachers to observe and coach other teachers. In these ways, they take on leadership responsibilities in the language department, the school, and the district and emphasize their commitment to the well-being of the institution as a whole.</p> <p>In addition, accomplished teachers collaborate with colleagues to promote connections across disciplines, and they act as resources for colleagues in various ways. Accomplished teachers honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. Teachers participate actively in developing interdisciplinary lessons or programs of instruction. Teachers coordinate instruction in world languages with the total school curriculum, integrate other academic curricula into language instruction, and aggressively seek opportunities to integrate language instruction into all of the school’s academic pursuits, therefore clarifying for colleagues the significance of the program. Teachers collaborate with colleagues to examine their own practices critically, welcoming</p>	

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observations from colleagues to assist in self-evaluation and to continue to develop both as teachers and as learners. Accomplished teachers also collaborate with learning specialists to identify and meet the needs of exceptional students. Teachers actively influence professionalism in the school as they work to establish and sustain a community of learners.

Accomplished teachers collaborate with colleagues at many levels of instruction and at various educational institutions. For example, teachers may cooperate with postsecondary education institutions in the preparation of new world language teachers and volunteer to supervise student teachers or to serve as mentors. Teachers might work with colleagues in higher education to ensure the effective articulation of instructional programs. Teachers might also collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs or research projects; teach postsecondary classes or enrichment courses; or serve on evaluation teams for local, state, or regional program reviews.

Accomplished teachers are members of district, state, regional, and national professional organizations. In these roles, they might propose, design, and carry out staff development opportunities; make presentations at professional meetings; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; write for professional publications; or participate in efforts to address and solve policy issues related to language instruction. Thus, accomplished teachers take leadership roles within the profession, sharing their accumulated knowledge and strengthening the quality of practice of all teachers.

Accomplished teachers of world languages are passionate and serious about their field. They have a strong commitment to life-long learning; they develop focused professional development plans that include structured, continuing education opportunities, professional reading, and advanced coursework.

Advocacy for World Languages

Accomplished teachers actively seek and participate in opportunities to promote education in world languages, in general, as well as in the languages they teach, making clear the importance of world languages as a core academic curriculum. Teachers advocate for their field and their profession by helping increase public awareness of the goals and benefits of learning world languages. They skillfully articulate that language acquisition promotes intellectual growth as well as personal development, especially with regard to enhancing literacy skills and understanding the diversity of cultures. Accomplished teachers initiate and foster constructive relationships with colleagues, school administrators, community agencies, local governing boards, and state and national policy-makers. For example, teachers might organize film festivals, language clubs, international assemblies, honor societies, or language and cultural competitions. Teachers might plan and direct student activities in the local community as well as in the international community, such as student

performances, student exchanges, and study abroad programs. Teachers might also make presentations on world languages and international issues to local civic groups, businesses, or government organizations. Through such efforts, teachers promote links between language education and programs that advance the development of multilingualism and multiculturalism.

As advocates for effective language instruction for all students, accomplished teachers readily take on the responsibility of educating the public regarding general misconceptions about language teaching and acquisition. Teachers work to ensure the public understands that language learning involves much more than developing basic survival skills and advocate for expanding language offerings. Teachers help school officials and community members understand that high levels of language proficiency require long, well-articulated sequences of instruction, clarifying both the immediate and long-term applications of language learning.

Accomplished teachers understand and communicate to students, parents, community leaders, and policy-makers that highly proficient speakers of world languages are more likely to interact successfully in multilingual and multicultural situations. Collaboration and competition on a global scale demand that U.S. citizens in the twenty-first century have expertise in varied languages and cultures, especially in those vital to economic and security concerns of the nation. A pluralistic American society, unprecedented mobility among students and professionals, and instantaneous communications require a workforce that meets the needs of communities, colleagues, clients, and consumers throughout the United States and in all parts of the world. Teachers draw attention to career options available for those who are highly proficient in world languages, emphasizing that knowledge of a modern or a classical language can provide career advancement within many professions and is essential to expanding employment opportunities around the globe.

For their advocacy efforts to succeed, accomplished teachers must be familiar with historical events and prevailing attitudes related to languages that have shaped and continue to influence the field. This historical perspective on the part of the teachers—in addition to their knowledge of contemporary issues, legislation, and current policies affecting education in world languages—is essential to the development and implementation of quality, coherently-articulated programs of instruction from early childhood through adolescence and young adulthood.

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>